



# ENGLISH FOR TODAY

For Classes 11-12

# **ENGLISH FOR TODAY**

## **For Classes 11-12**

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## PREFACE

This new English textbook has been developed for classes 11 & 12 by English Language Teaching Improvement Project (ELTIP) jointly funded by the Government of Bangladesh and DFID of the UK Government. A team of writers trained in the UK under ELTIP has written the book over a period of one and a half years. The whole process of writing, trialling and evaluating the manuscript was carried out by a national and an expatriate consultants of ELTIP in cooperation with NCTB.

The book is based on the principle that has guided the writing of the English For Today books from class 6 onwards —the principle of learning a language by actually practising it. This practice, which is carried out through the four language skills of speaking, listening, reading and, writing, usually in an interactive mode, underlies the communicative approach to language learning.

As the focus is on the communicative functions of language, the main aim of the textbook is to provide ample opportunities for students to use English for a variety of purposes in interesting situations. The book is divided into units. Each unit, based on a theme, has several lessons that contain reading texts and a range of tasks and activities designed to enable students to practise the different skills, sometimes individually and sometimes in pairs or groups. Some literary texts have also been included. However, the emphasis in such cases is not just on content but on the exploitation of the texts to trigger a variety of language activities.

The emphasis on the communicative approach, however, does not disregard the role of grammar. Instead of treating grammar as a set of rules to be memorised in isolation, the book has integrated grammar items into the lesson activities allowing grammar to assume a more meaningful role in the learning of English. Thus students develop their language skills by practising language activities and not merely by knowing the rules of the language.

This communicative approach to learning English is familiar to the students of classes 11 & 12 who have already used the *English For Today* textbooks from class 6. A Teacher's Guide will be written to facilitate the teaching of this new book.

A unit on population education has been appended to the book to raise awareness about the adverse effects of overpopulation on the socio-economic conditions of the country.

It is expected that the new textbook will be an effective resource for the learning of English at this level.

**Professor Dr. Md. Masir Uddin**

Chairman

National Curriculum & Textbook Board, Dhaka

# Syllabus ENGLISH PAPER -1

## Seen Comprehension

There will be a seen comprehension passage followed by a choice of questions. The comprehension questions should be equally divided between objective and more free / open. Comprehension question types should include the following:

**(a) Objective:** (i) multiple choice (ii) true/false, (iii) filling in gaps with clues, (iv) information transfer, (v) making sentences from substitution table(s), (vi) matching phrases/ pictures, etc.

**Note:** Questions will be set on any four of the above types (objective) every year. Each type will carry 5 marks ( $5 \times 4 = 20$ ). There will be 5 questions carrying 1 mark each (i.e.  $1 \times 5 = 5$ ) in one type.

**(b) More free:** (vii) open-ended, (viii) filling in gaps without clues, (ix) summarising, (x) making notes, and (xi) re-writing in a different form.

**Note:** Questions will be set on any four of the above types every year. There will be 5 questions carrying 1 mark each (i.e.  $1 \times 5 = 5$ ) in one type.

All the questions should test the students' ability to understand the passage as a whole, rather than their ability to copy sections from it. Although the seen comprehension passage will be taken from a set textbook, it will not encourage memorisation, because (i) the passage will be reproduced on the question paper, and (ii) the questions will not come from the textbook, but rather, will be new.

## Vocabulary

There will be question on vocabulary contextualised in the form of doze passages the clues, and doze passages without clues. In order to provide more communicative contexts, the topics should be related to those already encountered by the students in seen and unseen comprehension.

## Writing: Guided

There will be a number of writing tasks. The following types of exercises should be given:

- (i) producing sentences from substitution tables,
- (ii) reordering sentences, and
- (iii) answering questions in a paragraph.

**Note:** There will be no alternative questions in all the three types.

## Distribution of Marks

|            |                            |                          |
|------------|----------------------------|--------------------------|
| <b>(a)</b> | <b>Seen comprehension:</b> | <b>40 Marks</b>          |
|            | Objective questions        | 20                       |
|            | More free/open questions   | 20                       |
| <b>(b)</b> | <b>Vocabulary</b>          | <b>20 Marks</b>          |
|            | Cloze test with clues      | 10                       |
|            | Cloze test without clues   | 10                       |
| <b>(c)</b> | <b>Guided writing</b>      | <b>40 Marks</b>          |
|            |                            | <b>Total = 100 Marks</b> |

## PAPER-2

### Unseen Comprehension

There will be an unseen comprehension passage followed by a choice of question. The comprehension passage will be of a different type than that used in the seen comprehension (i.e. paper—I). Comprehension question types should include the following:

**(a) Objective:** (i) multiple choice, (ii) true/false, (iii) filling in gaps with clues, (iv) information transfer, (v) making sentences from substitution table(s), (vi) matching phrases / pictures, etc.

**Note:** Questions will be set on any four of the above types every year. There will be 5 questions carrying 1 mark each (i.e.  $1 \times 5 = 5$ ) in one type.

**(b) More free:** (vii) open-ended, (viii) filling in gaps without clues, (ix) summarising, (x) making notes, and (xi) re-writing in a different form.

**Note:** Questions will be set on any four of the above types every year. There will be 5 questions carrying 1 mark each (i.e.  $1 \times 5 = 5$ ) in one type.

### Grammar

There will be questions on grammatical items contextualised in the form of cloze passages with clues (50%), and cloze passages without clues (50%). In order to provide more communicative contexts, the topics should be related to those already encountered by the students in the seen and unseen comprehension. There will not be any questions on explicit grammatical knowledge. Neither will explicit grammatical terms be used in the paper. Rather, questions will test the use of grammatical items within specific, meaningful contexts.

### Writing : More free

The following types of exercises should be given:

- (i) answering questions about themselves,
- (ii) continuing a passage,
- (iii) writing from a model (provided in the paper),
- (iv) writing creatively from their own experience and / or imagination.

**Note 1 :** There will be no alternative questions in any of these types.

### Distribution of Marks

|  |                         |
|--|-------------------------|
| <b>(a) Unseen comprehension:</b>       | <b>40 Marks</b>         |
| Objective questions                    | 20                      |
| More free/open questions               | 20                      |
| <b>(b) Grammar</b>                     | <b>20 Marks</b>         |
| cloze test with clues                  | 10                      |
| cloze test without clues               | 10                      |
| <b>(c) Semi-guided to free writing</b> | <b>40 Marks</b>         |
|  | <b>Total =100 Marks</b> |

### Prescribed Book:

English For Today, For Classes 11-12

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Written by M S Hoque

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# BOOK MAP: ENGLISH FOR TODAY

| Unit 1: Families Home and Abroad |                     |                                       |  |  |   |
|----------------------------------|---------------------|---------------------------------------|--|--|---|
| Lesson No.                       | Topic               | Skills                                | Functions  | Grammar/Structure  | Vocabulary  |
| Lesson-1                         | Our family          | Reading, speaking, writing            | Asking questions and giving answers, describing situations, expressing attitudes | Simple present tense, wh questions   | chores, scream, rely, beck and call, envy, awfully, concentrate                   |
| Lesson-2                         | A Myanmar family    | Reading, speaking, writing            | Giving information, making comparisons   | Simple present tense, simple past tense, comparative adjectives                                | pagoda, tribal, wrapped, concrete, finances, city-dwellers                        |
| Lesson-3                         | A Kenyan family     | Intensive, reading, speaking, writing | Marking causal connections, expressing attitude, comparing                       | Simple present tense, simple past tense, comparatives  | polygamy, monogamy, embedded, spouse, hardly, lineage, nuclear, dilemma, pastoral |
| Lesson-4                         | Mr. Fraser's family | Speaking, listening, reading, writing | Describing people, comparing   | Adjectives, simple present tense, use of link words “but” “also” for comparing and contrasting | dominating, warm-hearted, reserved, talkative, efficient, funny                   |
| Lesson-5                         | Changing trends     | Speaking, listening, writing          | Talking about past and present, expressing opinion, summarising                  | Simple past, simple present tense  | Socialising, disintegration, kinship, intensification, urbanisation               |

| Unit 2: English Around Us |   |   |  |  |   |
|---------------------------|---|---|--|--|---|
| Lesson No.                | Topic   | Skills                                    | Functions  | Grammar/Structure                                | Vocabulary  |
| Lesson-1                  | The language of newspapers and advertisements | Intensive reading, writing                | Identifying different genres   | Present simple                                   | obesity, confine, prone, tribute, premier, surpassed      |
| Lesson-2                  | We write and speak differently                | Speaking, reading, writing                | Identifying differences in written and spoken language, identifying situations | Contractions, reported speech                    | contractions, prior, dare                                 |
| Lesson-3                  | Understanding, instructions                   | Intensive, reading, writing               | Giving instructions  | Imperative verbs                                 | mending, bond, irritant, enriched                         |
| Lesson-4                  | Write it formally and informally              | Intensive, reading, writing               | Identifying formal language, writing formal, informal letters                  | Expressions/ conventions used in letter-writing  | nurture, misgiving, burden                                |
| Lesson-5                  | Words, words, words                           | Reading for specific information, writing | Understanding and using prefixes, filling in gaps with suitable words          | Homonyms, prefixes, reported speech              | balance, strike, blame, stick                             |
| Lesson-6                  | British or American                           | Speaking, reading, writing                | Identifying American and British use   | Past perfect tense                               | prophecy, parentheses, pavement                           |
| Lesson-7                  | English in literature                         | Reading, speaking, writing                | Comparing, appreciating literature   | Metaphors and similes                            | hasting, realms, pneumonia, rippling, cascade             |
| Lesson-8                  | Daffodils                                     | Intensive reading, speaking, writing      | Appreciating poetry  | Adjectives for comparison, metaphors and similes | sprightly, jocund, bliss, glee, solitude, attained, decay |

| Unit 3: Learning English |                                   |  |   |   |  |
|--------------------------|-----------------------------------|--|---|---|--|
| Lesson No.               | Topic                             | Skills                                       | Functions   | Grammar/Structure   | Vocabulary   |
| <b>Lesson-1</b>          | Learning a language               | Reading, writing a dialogue, speaking        | Describing speaking conventions, asking for and giving information, contrasting | Contrasting device-on the other hand, suggest + that clause | Interact, exchange, competence, acquisition, non-technical, conscious, spontaneous, implicit, explicit |
| <b>Lesson-2</b>          | Why learn English                 | Discussing, reading for information, writing | Giving reasons, writing a paragraph   | Adverbs of frequency  | ask for, employee, priority  |
| <b>Lesson-3</b>          | How to learn English              | Speaking, reading, writing                   | giving advice   | Present and past simple, comparing                          | effectively, experience (verb), memorise, fairly   |
| <b>Lesson-4</b>          | Different                         | Discussion, reading, writing                 | Understanding differences, arguing  | Homonyms, homophones  | vary, bother, internalise, traditional   |
| <b>Lesson-5</b>          | Dealing with grammar              | Discussing, listening, note-taking           | Note-taking, reporting, contrasting   | Reported speech   | discrete, contextualised, get across   |
| <b>Lesson-6</b>          | Integrated skills development     | Discussion, listening, writing               | Making suggestions & requests, writing a contract                               | Imperatives, use of modals in requests and suggestions      | integration, simultaneously, concentrate, relax, organised   |
| <b>Lesson-7</b>          | How well do I know my dictionary? | Skimming, scanning                           | Developing dictionary skills, understanding meaning in context                  | Adjective, idiomatic use                                    | contemporary, consumption, penalty, sarcasm  |

| <b>Unit 4: Pastimes</b> |                       |                                      |   |   |   |
|-------------------------|-----------------------|--------------------------------------|---|---|---|
| <b>Lesson No.</b>       | <b>Topic</b>          | <b>Skills</b>                        | <b>Functions</b>                              | <b>Grammar/Structure</b>  | <b>Vocabulary</b>   |
| <b>Lesson-1</b>         | Things we enjoy doing | Reading, writing, speaking           | Sharing ideas, asking questions               | Passive structures, relative clauses  | emphasis, martial arts, pursuit, hiking, acrobats   |
| <b>Lesson-2</b>         | Some unusual pastimes | Reading, speaking, writing           | Classifying ideas, describing past moments    | Linking words, past continuous, simple past   | candid, focus, composed, sophisticated  |
| <b>Lesson-3</b>         | Through the lens      | Intensive reading, writing           | Giving reasons, describing past moments       | Linking words, past continuous, simple past   | candid, focus, composed, sophisticated  |
| <b>Lesson-4</b>         | Plants for pleasure   | Speaking, intensive reading, writing | Describing process, comparing and contrasting | Imperatives and passives for describing a process, prepositions, 'but/however/on the other hand' for comparison | miniature, aristocrat, fondness, coiled, woody  |
| <b>Lesson-5</b>         | Under the banyan tree | Reading, writing, speaking           | Appreciating literary writing, narrating      | Past tense for narrating events   | perpetual, enchantment, nestling, niche, trailed, vague, epic, abruptly, babble, elevated plane |

| Unit 5: Personality Types |                           |                                       |  |  |  |
|---------------------------|---------------------------|---------------------------------------|--|--|--|
| Lesson No.                | Topic                     | Skills                                | Functions  | Grammar/Structure  | Vocabulary   |
| <b>Lesson-1</b>           | What is he like!          | Speaking, intensive reading, writing  | Describing people's appearances, describing personality          | Structures with 'like', words describing appearance, personality | lively, pleasant, bald, snub-nosed, roundish                           |
| <b>Lesson-2</b>           | Introverts and extroverts | Intensive, reading, writing, speaking | Identifying personality types                                    | Adjectives   | loner, outgoing, quick-tempered, reckless                              |
| <b>Lesson-3</b>           | Strange personalities     | Speaking, reading, writing            | Expressing ability   | To + verb  | Possessed, trance, vapours, incredible                                 |
| <b>Lesson-4</b>           | People I live with        | Speaking, reading, writing            | Describing people, reporting                                     | Use of 'too' as a negative attribute                             | untidy, uneasy, compromising, stubborn, disorganised                   |
| <b>Lesson-5</b>           | How assertive are you?    | Speaking, reading, writing            | Expressing attitudes   | Direct Speech  | aggressive, outspoken, hostile, timed, hesitant, startled, wit, amused |
| <b>Lesson-6</b>           | Jerry                     | Intensive reading, speaking           | Describing character, inferring, sifting out correct information | Adjectives, past tense for narratives                            | granite, embedded, subterfuge, cubbyhole, gracious, steadied           |

| Unit 6: Our Environment |                                   |  |   |  |  |
|-------------------------|-----------------------------------|--|---|--|--|
| Lesson No.              | Topic                             | Skills                                       | Functions   | Grammar/Structure                            | Vocabulary   |
| <b>Lesson-1</b>         | The environment and the ecosystem | Discussion, reading, poster-making           | Completing a table, expressing obligations, giving advice, making a poster        | Relative clause introduced by who/which/that | ecology, ecosystem, biosphere, dynamic, imbalance, endanger                          |
| <b>Lesson-2</b>         | How the environment is polluted   | Discussing, reading, writing a questionnaire | Discussing state of things, gap-filling, asking questions, making a questionnaire | Simple present tense, passive voice          | refuse, insecticides, filth, insanitary, belch, emit, get rid of, contaminate        |
| <b>Lesson-3</b>         | The world is getting warmer       | Speaking, reading writing                    | Gap-filling, designing a poster   | Noun clause beginning with 'that'            | clog up, detergent, maritime, pollutant, climatologist, wilderness, catastrophically |
| <b>Lesson-4</b>         | Let's not be cruel to them        | Discussion, reading, writing a letter        | Giving advice, matching information, writing a letter of advice                   | Present tense, modal verbs-should, must      | extinction, accelerate, slaughter, pesticide, habitat, sterility, wildlife.          |
| <b>Lesson-5</b>         | Beware of pollution!              | Discussion, reading, writing a paragraph     | Expressing cause & effect, understanding paragraph development                    | Simple present tense, passive voice          | trash, dump, aggression, odour, avert, indiscriminate                                |

| <b>Lesson No.</b> | <b>Topic</b>        | <b>Skills</b>  | <b>Functions</b>  | <b>Grammar/Structure</b>                                    | <b>Vocabulary</b>   |
|-------------------|---------------------|--|---|---|---|
| <b>Lesson-6</b>   | Forests should stay | Discussion, listening for specific information, completing a paragraph | Expressing probability  | Present continuous tense, passive voice, first conditionals | medicinal, hypertension, deforestation, trap, wood pulp, iceberg              |
| <b>Lesson-7</b>   | How to manage waste | Reading, letter-writing speaking                                       | Listing, gap-filling, writing a letter to a newspaper, giving suggestions | Passive voice, sub + ought to +... , sub + had better + ... | recycle, incinerators, refabricate, compost, biodegradable, conserve, options |

| Unit 7: Disasters We Live With |                            |   |   |  |  |
|--------------------------------|----------------------------|---|---|--|--|
| Lesson No.                     | Topic                      | Skills  | Functions   | Grammar/Structure  | Vocabulary   |
| <b>Lesson-1</b>                | A furious force            | Intensive reading, speaking, writing an informal letter | Describing weather conditions, describing after-effects, making suggestions                 | Simple past, passive voice, modal verbs- could/should, pronouns, introductory ‘it’ | velocity, surge, swamped, submerge, impact, catastrophic, estimated, hearsay, culvert                |
| <b>Lesson-2</b>                | Grass fires                | Intensive reading, speaking, writing in note-form       | Differentiating between closely-related words, expressing cause & effect, suggesting action | Simple past tense, compound words, idiomatic words and phrases                     | prairie, fall (noun), deliberate, greenhorns, sparks, settlers, furrows, hoes, railroads, fireguards |
| <b>Lesson-3</b>                | The parched earth          | Reading, writing, speaking, listening                   | Expressing cause and effect, opposites  | Simple present tense, past tense   | remote, drought, adequate, cautioned   |
| <b>Lesson-4</b>                | Erosion                    | Reading, speaking, writing                              | Describing, proposing action  | present perfect, adjectives to express effect                                      | erosion, affected, dwelling, onset, scheme   |
| <b>Lesson-5</b>                | The shake and the quake    | Speaking, reading, writing                              | Describing, predicting  | Modals – might, should   | adequate, precaution, geologist, resistant, code   |
| <b>Lesson-6</b>                | ‘Under the greenwood tree’ | Reading, writing, speaking, listening                   | Extending ideas from poetry, understanding homophones                                       | Simple present, questions, imperatives, idioms                                     | merry, ambition, shun, seeking, rough  |

| Unit 8: Towards Social Awareness |                           |                            |   |   |  |
|----------------------------------|---------------------------|----------------------------|---|---|--|
| Lesson No.                       | Topic                     | Skills                     | Functions   | Grammar/Structure                                   | Vocabulary   |
| Lesson-1                         | Caring and sharing        | Reading and writing        | Talking about what should be done in a possible situation | Active and passive modes                            | splint, strip, pad, clot, blister, life-long               |
| Lesson-2                         | Waste not, want not       | Reading, speaking, writing | Talking about past habits                                 | Used to/ didn't use to                              | rely on, nowadays, cope with                               |
| Lesson-3                         | Isn't it too loud!        | Reading, speaking, writing | Expressing possibilities                                  | if + present tense                                  | vibration, tolerable, pleasant, harsh, exposed to          |
| Lesson-4                         | Think of others too       | Reading, writing, speaking | Talking about obligations                                 | Use of have to/don't have to, present perfect tense | civic sense, drag, disgusting, stench, retort, fix         |
| Lesson-5                         | Getting along with        | Reading, speaking, writing | Describing habits   | Simple present tense                                | nosy, blaring, fed up, keen on                             |
| Lesson-6                         | Rules, conventions and us | Reading, speaking          | Giving advice   | Should/shouldn't must/mustn't                       | Spit, sprinkle, mildness, letter, occurrence, fluctuations |
| Lesson-7                         | How can I contribute?     | Reading, speaking          | Speculating about improbable future situations            | Second conditional: if + past,... would/might...    | trickling, crisps, alms                                    |

| Unit 9: Getting Education |                              |  |  |   |  |
|---------------------------|------------------------------|--|--|---|--|
| Lesson No.                | Topic                        | Skills   | Functions  | Grammar/Structure   | Vocabulary   |
| <b>Lesson-1</b>           | Why we need education        | Speaking, reading, writing                     | Discussing disadvantages, expanding an idea                        | Relative pronouns   | intellectual, enlighten, ennoble, sensibility, restriction, catalyst |
| <b>Lesson-2</b>           | Options open to us           | Speaking, role-play, writing a letter          | Asking questions and giving answers, advising                      | Future – going to   | option, architecture, physicist                                      |
| <b>Lesson-3</b>           | Problems we face             | Speaking, reading, writing a report            | Discussing problems and giving comments, analysing information     | Subject + transitive verb + object                                | afford, constraint, closure  |
| <b>Lesson-4</b>           | Towards higher education     | Speaking, reading, writing                     | Arguing and giving reasons   | Subject + modal + infinitive                                      | undergraduate, graduate, postgraduate, tertiary, eligible            |
| <b>Lesson-5</b>           | Higher education abroad – I  | Speaking, reading, writing a letter of enquiry | Making enquiries   | Subject + modal + infinitive                                      | brochure, candidature, prerequisite, duplicate, lodge, transcript    |
| <b>Lesson-6</b>           | Higher education abroad – II | Speaking, discussing, reading                  | Giving information, filling in a form, making a list               | Imperative sentences, adjective clauses without relative pronouns | accompany, credentials, non-refundable, waive, specialization        |
| <b>Lesson-7</b>           | What is life?                | Reading, speaking                              | Understanding attitudes, exchanging information, expressing action | Metaphors (life is a .....), imperatives                          | challenge, adventure, opportunity, struggle, puzzle                  |
| <b>Lesson-8</b>           | True education               | Reading, writing, speaking                     | Guessing, expanding ideas  | Model verbs: may, will, should                                    | humane, motto, survival  |

| Unit 10: Entertainment |                                   |                                       |  |  |  |
|------------------------|-----------------------------------|---------------------------------------|--|--|--|
| Lesson No.             | Topic                             | Skills                                | Functions                                      | Grammar/Structure  | Vocabulary   |
| <b>Lesson-1</b>        | Getting the best out of TV        | reading, speaking & writing           | Expressing cause-effect relationships          | Simple present to express state, future perfect  | dimension, branded, cultural assault, staggering, aggressive |
| <b>Lesson-2</b>        | Fostering goodwill through sports | Listening, speaking, writing          | Expressing opinions and views                  | Present tense in news captions to express recent past, present perfect                           | fondness for fostering, address, convince, captions          |
| <b>Lesson-3</b>        | Film buff                         | Reading, speaking, writing            | Expressing likes and dislikes                  | I like + gerund/noun, I dislike + gerund/noun  | film buff, crazy about, fantasy, concentrate on, worry about |
| <b>Lesson-4</b>        | Entertainment through the ages    | Reading, speaking, writing            | Expressing likes/dislikes, expressing attitude | Relative clause with which, that, link words: thus, at the same time, as a result                | modes, entertainment, fusing, spectator, sports              |
| <b>Lesson-5</b>        | The sound of music                | Speaking, listening, reading, writing | Comparing, contrasting                         | Language of comparison: similar to, same as, like, somewhat similar, different from, poles apart | soothes, characteristic, musical culture                     |

| Unit 11: Cultures Around the World |  |                                      |   |   |  |
|------------------------------------|--|--------------------------------------|---|---|--|
| Lesson No.                         | Topic                                    | Skills                               | Functions   | Grammar/Structure   | Vocabulary   |
| Lesson-1                           | Cultural patterns                        | Speaking, reading, writing           | Describing behaviour/ ways of living, comparing   | Adjectives- polite/impolite, friendly/ hostile/ indifferent, late/punctual            | nose to nose, polite distance, appropriate                           |
| Lesson-2                           | Changing dress patterns                  | Speaking, reading, writing           | Describing, comparing                             | Verbs-to wear, put on, dress in, adjectives-fashionable, formal, casual, comparatives | distinctive, overcoats, spare, spare, occasions                      |
| Lesson-3                           | Food habits and ways of eating           | Speaking, reading, writing           | Describing habitual actions                       | Present tense for habitual action, to be + used to + gerund...                        | fast food, multi-cultural, ready-to-eat, take-away                   |
| Lesson-4                           | Food habits in some other countries      | Speaking, reading, writing           | Comparing and contrasting                         | Habitual use of simple present like/unlike it's different from...                     | weekend, accompanied by, biological, geared to, marmalade, schedules |
| Lesson-5                           | Changing norms of behaviour              | Speaking, intensive reading, writing | Describing norms and values, giving opinions      | How do you feel about...? What do you think of..?                                     | submissive, dependent, competency, efficiency                        |
| Lesson-6                           | Visiting Bangladesh: tips for foreigners | Speaking, reading, writing           | Giving information, talking about habitual action | Simple present to express state   | subordinate, harmony   |

| <b>Lesson No.</b> | <b>Topic</b>   | <b>Skills</b>                        | <b>Functions</b>   | <b>Grammar/Structure</b>  | <b>Vocabulary</b>   |
|-------------------|--|--------------------------------------|--|---|---|
| <b>Lesson-7</b>   | Etiquette in English society: tips for Bangladeshis going to Britain | Speaking, intensive reading, writing | Describing, making comparisons                           | Similarities/ differences, imperatives: do/don't                                      | reputation, concert, tips, restrained, blasphemy, trait, drop in, embarrassment, customary, appreciated |
| <b>Lesson-8</b>   | Some cross cultural differences                                      | Speaking, reading, writing           | Talking about differences, using formal/ informal speech | ‘Will’ to express habitual action   | apology, gesture, embrace, complicated  |
| <b>Lesson-9</b>   | Festivals and celebrations in different cultures                     | Speaking, intensive reading, writing | Describing cultural events                               | Simple present, verbs, nouns, adjectives, adverbs to describe activity and atmosphere | unwilling, absorb, flamboyant, carnival, spectacular, fiesta, sightseeing, prestigious, elaborate       |

| Unit 12: Personalities |   |                              |  |  |  |
|------------------------|---|------------------------------|--|--|--|
| Lesson No.             | Topic                                       | Skills                       | Functions  | Grammar/Structure  | Vocabulary   |
| <b>Lesson-1</b>        | Personalities at home                       | Reading, speaking, writing   | Narrating past events, evaluating actions, gap-filling | Simple past tense, passive voice,  | adjudged, erstwhile, locked in, rushed, deployed, doused, breathing one's last,  |
| <b>Lesson-2</b>        | National heroes: our martyred intellectuals | Listening, speaking, writing | Making predictions, describing actions                 | Modals: may, might, could, should, passive voice   | the fallen, solemn, desolation, glory, mingle, foam  |
| <b>Lesson-3</b>        | Rabindranath Tagore                         | Speaking, reading, writing   | Evaluating actions, justifying behaviour               | Past tense as narrative, expressing understanding: 'I can understand why they left the house.... | dismal, impression, persuade, taken aback, distinction   |
| <b>Lesson-4</b>        | The man behind the Shaheed Minar            | Reading, Speaking, writing   | Talking of achievements                                | Simple past tense, relative pronouns   | concept, identity, nationalism, pioneer, motif, enthusiasm, expression, aspiration, solidarity, harmony, tropical climate, masterpiece |
| <b>Lesson-5</b>        | Wole Soyinka                                | Speaking, reading, writing   | Seeking information                                    | Passive voice  | investigate, celebration, satirical, imposition, individuality, folklore, indigenous   |
| <b>Lesson-6</b>        | A scientist on a wheelchair                 | Intensive reading, writing   | Organising ideas, sifting information, narrating       | Link words showing sequence  | soared, dishearten, synthesiser, relentless  |

| Unit 13: We and Our Rights |   |                                      |  |  |  |
|----------------------------|---|--------------------------------------|--|--|--|
| Lesson No.                 | Topic                                       | Skills                               | Functions  | Grammar/Structure  | Vocabulary   |
| Lesson-1                   | Children have their rights                  | Speaking reading, writing            | Describing, analysing situations, expressing feelings/reactions, writing reports | Nouns, adjectives for describing/narrating, cause-effect, words to describe feelings | threats, deserted, errands, jockey, groom          |
| Lesson-2                   | Women have rights too                       | Reading, writing, listening          | Interpreting graphs and tables, transferring information into a different format | Cause-effect, uses of prefixes   | subservient, maltreated, repression, abandonment   |
| Lesson-3                   | The rights of the old must not be neglected | Reading, inferencing, speaking       | Identifying underlying message   | Prepositional phrases  | benefit, means, hardly, feeble, desperation        |
| Lesson-4                   | Some basic human rights                     | Intensive reading, wiring, speaking  | Expressing obligations, classifying information, asking questions                | Should, must, have to, questions   | flee, confession, detention, detained              |
| Lesson-5                   | Rights of the wage-earner                   | Speaking, reading, writing           | Interpreting information form illustrations and flow charts                      | What + like?   | life-span, prevalent, daunting, abuse, adjacent    |
| Lesson-6                   | Citizens and their rights                   | Speaking, intensive reading, writing | Interpreting information, expressing obligation                                  | Present perfect tense, obligation – must, should, have to                            | integration, acquisition, naturalisation, adequate |
| Lesson-7                   | What would you call him?                    | Intensive reading, writing           | Reporting, narrating, expressing feelings  | Past tense (continuous and simple), adjectives describing feelingsj                  |  |

| Unit 14: Human Resources |                               |  |   |  |  |
|--------------------------|-------------------------------|--|---|--|--|
| Lesson No.               | Topic                         | Skills                                 | Functions   | Grammar/Structure  | Vocabulary   |
| Lesson-1                 | Literacy: an age-old concept  | Reading, writing, speaking             | Describing historical events                                  | Superlative degree   | literate, philosophers, individual, tradition, ignored, Prophet                                      |
| Lesson-2                 | Bringing about a difference   | Reading, speaking, writing             | Understanding sayings, giving reasons, showing cause-effect   | Comparatives, imperative, use of ‘because / since’ for causal effect | scholar, supreme, locomotive, distinguish, ornament, armour  |
| Lesson-3                 | Enriching the workforce       | Speaking, discussing, reading, writing | Evaluating, giving reasons, giving opinions                   | Present tense for discursive writing and speaking                    | conspicuous, boundaries, option, cocoons, self-reliant, disadvantaged, huddled, yearning, persecuted |
| Lesson-4                 | Investing in development      | Speaking, reading, writing             | Interpreting charts and graphs                                | Present tense to describe state                                      | sectors, investment, integrated, impact, potential   |
| Lesson-5                 | Tapping our future generation | Speaking, listening, reading, writing  | Talking on the phone, making requests, exchanging information | Predicting future possibility (can...), request with ‘could’         | involve, theme, mobilise, significant, eliminating, innovative                                       |

| Unit 15: Towards Social Development |                           |   |   |  |  |
|-------------------------------------|---------------------------|---|---|--|--|
| Lesson No.                          | Topic                     | Skills                                      | Functions   | Grammar/Structure                            | Vocabulary   |
| Lesson-1                            | Hurdles to deal with      | Discussion, reading, writing                | Asking question, inferring, writing a news story    | Narrative, passive voice                     | nutrition, adolescence, disburse, fiscal, alleviation                                |
| Lesson-2                            | How education can help    | Discussion, reading, writing                | Making suggestions, listing                         | Second conditional sentence                  | attribute, inaccessibility, sanitation, awareness, prerequisite                      |
| Lesson-3                            | Work all, prosper all     | Speaking, reading for information, writing, | Forming questions, understanding speech conventions | First conditional sentence, question forms   | innovative, sustainable, beneficiary, proceeds                                       |
| Lesson-4                            | Reducing gender disparity | Speaking, reading, writing                  | Making comments, giving opinions                    | Use of 'used to' third conditional sentences | disparity, discrimination, elimination, watchword, contradiction, enslave, reduction |
| Lesson-5                            | Think positive            | Discussion, reading, writing                | Rewriting a passage, comparing                      | Adjective clauses with 'who/that/which'      | fatalism, predetermined, ordain, free will   |
| Lesson-6                            | Help at hand              | Speaking, reading, writing                  | Discussing roles, understanding jumbled information | Acronyms, present perfect                    | acronyms, maternity, equipment, mortality, humanitarian, rehabilitation              |

| Unit 16: Wonders Home and Abroad |                                 |  |  |  |  |
|----------------------------------|---------------------------------|--|--|--|--|
| Lesson No.                       | Topic                           | Skills   | Functions  | Grammar/Structure                                      | Vocabulary   |
| <b>Lesson-1</b>                  | The Sangsad Bhaban              | Speaking, reading, writing                           | Asking and answering questions, explaining, commenting               | Comparative forms of adjectives                        | architecture, spectacular, storey, triangular, deceptive, bewildering, spectator, amenities, inaugurate, maintenance |
| <b>Lesson-2</b>                  | The Jamuna Multi-Purpose Bridge | Discussion, reading for inference, writing a passage | filling in a chart, giving impressions, giving supporting statements | Adjective clause introduced by ‘which’                 | triumph, gigantic, guarantee, durability, multi-purpose, telecommunication   |
| <b>Lesson-3</b>                  | The Taj Mahal                   | Speaking, intensive reading, writing                 | Providing information, responding to statements                      | Adverbial clause of time & cause introduced by ‘since’ | architecturally, inlays, arch, terrace, sendstone, assume  |
| <b>Lesson-4</b>                  | The Great wall of China         | Discussion, intensive reading, writing a letter      | Asking for information, gap-filling                                  | Passive Voice  | fortification, enterprise, frontier, garrison, bulwark, beacon, rubble, temped, masonry, dynasty                     |

| Lesson No.      | Topic                      | Skills  | Functions   | Grammar/Structure  | Vocabulary   |
|-----------------|----------------------------|---|---|--|--|
| <b>Lesson-5</b> | The Trans-Siberian Railway | Discussion, reading, writing                                  | Making plans, expressing intentions, guessing meanings of words                         | Passive voice, affixes, intentions (want to/ hope to/ would like to) | regime, encounter, permafrost, turmoil, give in, endeavour, electrification, core                                |
| <b>Lesson-6</b> | The Empire State Building  | Discussion, reading, writing                                  | Justifying statements, transferring information into a different format (poem to prose) | Use of 'despite' & adverbial clause of concession, passive           | borough, skyscraper, surpass, edifice, epitome, dock, dirigibles   |
| <b>Lesson-7</b> | The London Underground     | Speaking, reading for inference, writing a letter of proposal | Making proposals, suggesting action   | Active voice and passive voice                                       | stimulate, brainchild, sulphurous, hydraulic, necessitate, installation, escalator, congestion, spur, locomotive |

| Unit 17: Modes of Communication |   |                            |  |   |   |
|---------------------------------|---|----------------------------|--|---|---|
| Lesson No.                      | Topic                                     | Skills                     | Functions                                    | Grammar/Structure                                 | Vocabulary  |
| <b>Lesson-1</b>                 | What is communication?                    | Speaking, reading, writing | Exchanging information                       | Present continuous to express future              | come along, I'm afraid, I'm off   |
| <b>Lesson-2</b>                 | Types of communication                    | Reading, writing, speaking | Identifying different forms of communication | Direct speech, formal/informal speech and writing | senate, twilight, brimming, smother   |
| <b>Lesson-3</b>                 | Verbal and non-verbal communication       | Speaking, writing          | Expressing approval/disapproval              | Gerund, participle, infinitive                    | verbal, non-verbal, clapping, beckoning, approval, disapproval              |
| <b>Lesson-4</b>                 | Letter-writing as a mode of communication | Speaking, reading, writing | Making comparisons, complaining              | Present perfect, letter-writing conventions       | advanced, impression, defective, cooling, replace                           |
| <b>Lesson-5</b>                 | Fax                                       | Speaking, reading, writing | Describing process                           | Passive   | exchange, transmit, correspondence, speedy                                  |
| <b>Lesson-6</b>                 | E-mail                                    | Speaking, reading, writing | Describing facilities                        | Active and passive voice                          | textual, simultaneously, consumption, potential, transmit                   |
| <b>Lesson-7</b>                 | 'A man speaking to men'                   | Speaking, reading, writing | Understanding underlying message             | Imagery, figurative language                      | endowed with, rejoice, enthusiasm, comprehensive, sneer, shattered, visage, |

| Unit 18: World Heritage |                                    |   |   |  |   |
|-------------------------|------------------------------------|---|---|--|---|
| Lesson No.              | Topic                              | Skills  | Functions   | Grammar/Structure  | Vocabulary  |
| <b>Lesson-1</b>         | The glory and the splendour        | Acting out a dialogue, speaking, writing a short supporting statement | Justifying, exchanging ideas, writing a notice, giving instructions, sequencing actions | Passive forms- ‘should be included, have been declared’, imperatives for instructions, sequence words (first, then, after that, next, finally) | heritage, site, preservation, nominate, international community |
| <b>Lesson-2</b>         | A testimony of Moghul architecture | Reading, writing, speaking, listening                                 | Describing places, giving advice, giving information                                    | Simple present, modal verbs: should do can/may   | ruins, mausoleum  |
| <b>Lesson-3</b>         | The Buddhist Vihara at Paharpur    | Speaking, reading, writing in note-form                               | Describing places, comparing, expressing preference, giving reasons, filling in a chart | Simple past, simple present, I would like to..., because/ so....   | monastery, intellectual, influenced                             |
| <b>Lesson-4</b>         | The Agra Fort                      | Reading, writing, speaking, listening                                 | Describing, expressing future intention, giving reasons                                 | I want to/ I hope to/ I intend to/ I would like to/ I’m going to + verb  | fort, sandstone, enclosure, comprise, session                   |
| <b>Lesson-5</b>         | The Ironbridge Gorge               | Speaking, listening, intensive reading, writing                       | Speculating, describing, comparing  | Simple past, adjectives for comparisons, ‘not only.... but also...’  | concentration, testimony, versatility, designation              |
| <b>Lesson-6</b>         | The Darjeeling Himalayan Railway   | Reading, speaking, writing  | Describing, giving reasons, comparing, predicting                                       | Future use – would, might  | outstanding, multi-cultural, model, link, operational           |

| Unit 19: Healthy Living |                          |   |  |  |   |
|-------------------------|--------------------------|---|--|--|---|
| Lesson No.              | Topic                    | Skills  | Functions  | Grammar/Structure  | Vocabulary  |
| Lesson-1                | Towards a healthier life | Reading, writing, speaking                      | Comparing, matching ideas, giving reasons                | Comparative adjectives, imperatives  | alarming, polluted, harmony, severely   |
| Lesson-2                | Tips on food             | Speaking, listening, reading, writing           | Explaining preferences, giving reasons                   | Simple present, modal verbs (can, could, should)   | protein, carbohydrates, calories, nutrients, complex, vital, ancestors                                |
| Lesson-3                | Women and health         | Intensive reading, speaking, writing            | Giving information, making predictions, asking questions | Present continuous to express future, questions forms                                    | telling, vulnerable, imperative, life-cycle, evolving, subsequent, impact, unique, inter-generational |
| Lesson-4                | Well-being               | Reading, writing, speaking                      | Expressing habitual action                               | Simple present to express habitual action/universal truth, markers-although, in order to | squander, scheme, capsule   |
| Lesson-5                | The disabled among us    | Intensive reading, writing, speaking            | Talking about social inequalities, stating purpose       | Words with similar meanings, past tense  | alarming, superstition, access, opportunities   |
| Lesson-6                | A positive attitude      | Intensive reading, speaking, listening, writing | Explaining, expressing causal connection                 | First conditional (If ....., future expression)  | disability, justice, communicate, crippled, handicapped   |

| Unit 20: Jobs and Professions |                               |                            |   |   |   |
|-------------------------------|-------------------------------|----------------------------|---|---|---|
| Lesson No.                    | Topic                         | Skills                     | Functions   | Grammar/Structure   | Vocabulary  |
| <b>Lesson-1</b>               | Some common professions       | Speaking, writing          | Expressing hopes and ambitions, expressing views, planning for the future | I'd like to be...<br>I think/want/hope to be....                          | career, geologist, administrator, gymnast   |
| <b>Lesson-2</b>               | How can I be self-employed?   | Reading, speaking, writing | Expressing attitude, expressing views                                     | Verbs and adjectives to express attitudes                                 | micro-finance, acclaimed, cumulative, disbursement, inception, socioeconomic variables, nutritional status, substantiated |
| <b>Lesson-3</b>               | Self-help – a key to success  | Reading, speaking, writing | Narrating, sequencing, summarising  | Part tense  | affluent, impoverished, devotion, horticulture, enthusiastic  |
| <b>Lesson-4</b>               | Professions with a difference | Reading, speaking, writing | Agreeing, disagreeing, giving reasons                                     | I agree<br>I share your views   | lucrative, forthcoming, pursue, relentless, invariable, all-consuming, irony, satire, heads above water                   |
| <b>Lesson-5</b>               | Looking for a job             | Speaking, reading, writing | Asking and answering questions  | What do you think of....?<br>How do you feel about.....?, What about....? | Hang around, inspiration will slap you round the face, prolonged, fashionable   |

| Lesson No.      | Topic                             | Skills                                       | Functions   | Grammar/Structure                                    | Vocabulary   |
|-----------------|-----------------------------------|--|---|--|--|
| <b>Lesson-6</b> | Applying for a job                | Speaking, intensive reading, writing letters | Identifying old and new styles of writing letters   | Punctuation marks, stylistic features of letters     | humble, submission, perusal, co-curricular, extra-curricular   |
| <b>Lesson-7</b> | Writing a resume                  | Reading, writing                             | Providing personal information, writing a CV  | Past events, present perfect to denote qualification | resume, surname, Baccalaureate, references   |
| <b>Lesson-8</b> | Job interviews                    | Reading, speaking, writing                   | Understanding paragraph development, understanding writer's attitude, asking for/giving information | Modal verbs: 'should/must' for advice and obligation | sorting out, chaff, cave-dweller, pretty useless, marginally, entrails, predictors, subjectivity, inherent, casual, confidence, widespread, typical, enthusiasm, elaborate, well-groomed, attire, ostentatious |
| <b>Lesson-9</b> | 'The importance of money in life' | Reading, speaking, writing                   | Understanding irony, understanding figurative language  | 'To be (something)' used as exemplification          | despise, scrutinise, forego, caprice, precarious, irksome, assailed, jostled, rabble, crabbed, morose, wiseacres, commemorate  |

| Unit 21: Globalisation |   |  |   |   |  |
|------------------------|---|--|---|---|--|
| Lesson No.             | Topic                                   | Skills                                   | Functions   | Grammar/Structure   | Vocabulary   |
| <b>Lesson-1</b>        | The world as a global village           | Speaking, reading, writing a letter      | Giving information  | Roots and derivatives   | buzzword, era, adverse   |
| <b>Lesson-2</b>        | Globalisation and capitalism            | Discussion, reading, writing a paragraph | Giving opinions, showing differences, identifying antonyms    | use of ‘more... than’ in a simple sentence, antonyms                              | inherent, laissez-faire, consolodate, impoverish, vessel, trifling, medicare, overwhelming, solidarity, equity |
| <b>Lesson-3</b>        | Modern technology and globalisation     | Discussion, intensive reading, writing   | Using persuasive language, gap-filling                        | Reporting qualities   | breathhtaking, threat, automation, satellite, modem, instantaneous, amenable, transmission                     |
| <b>Lesson-4</b>        | Sports and globalisation                | Discussion, reading, writing             | Expressing preference   | Compound sentences with clauses joined by ‘and’ and ‘but’, link words: ‘moreover’ | extravagant, sponsor, venue, telecast, coverage, recognition, mutual   |
| <b>Lesson-5</b>        | Globalisation and our cultural identity | Speaking, reading, writing               | Supporting/ refuting a statement, arranging jumbled sentences | Subject + get + past participle   | perspective, engulf intrude, incorporate, intrusion, pose, imbibe, encroaching                                 |
| <b>Lesson-6</b>        | Globalisation and English               | Discussion, reading, writing             | Giving opinions, analysing stylistic comments                 | use of ‘neither... nor’ and ‘more & more’   | monolingual, bilingual, multilingual, bewildering, emerge, respective, destandardisation, intelligibility      |

| Unit 22: Conquering Space |                    |                                      |   |   |   |
|---------------------------|--------------------|--------------------------------------|---|---|---|
| Lesson No.                | Topic              | Skills                               | Functions   | Grammar/Structure                                 | Vocabulary  |
| Lesson-1                  | Mysteries of space | Reading, listening, note-writing     | Understanding diagrams, expanding notes, listening for specific information | Simple present for universal truths               | dirt, lump, core, gigantic  |
| Lesson-2                  | Space research     | Speaking, reading, writing           | Joining ideas, debating an idea, arguing                                    | Link words  | strive, omen, extra-terrestrial, evidence, fossil                           |
| Lesson-3                  | Space crafts       | Speaking, reading, writing           | Describing, comparing   | Agreement of subject and verb                     | massive, tremendous, gravity, launching, sophisticated, reusable, satellite |
| Lesson-4                  | Some giant steps   | Intensive reading, speaking, writing | Organising text   | Present perfect, past perfect                     | gravity, unprecedented launched   |
| Lesson-5                  | Satellites         | Speaking, reading, writing           | Describing processes  | Asking questions, simple present tense            | rotate, processed, scanned, monitor   |
| Lesson-6                  | The Alien          | Intensive reading, speaking, writing | Summarising, reporting, expresing emotions                                  | Past tense for narratives, participial adjectives | bellowed, scoffed, startled, do me in, to hold at bay                       |

| Unit 23: Challenges of the New Century |                                |   |  |  |  |
|--|--------------------------------|---|--|--|--|
| Lesson No.                             | Topic                          | Skills  | Functions  | Grammar/Structure  | Vocabulary   |
| <b>Lesson-1</b>                        | The last century in retrospect | Speaking, intensive reading, writing                | Describing, commenting on past events  | Complex and compound sentences, present perfect                          | unforgettable, glimmering, embellished, widespread, global   |
| <b>Lesson-2</b>                        | Bangladesh in retrospect       | Speaking, intensive reading, writing a narrative    | Narrating events   | Preset perfect, passive voice  | malnourished, ridden with, deficiency, splendid  |
| <b>Lesson-3</b>                        | The challenge ahead - I        | Speaking, intensive reading, writing                | Making suggestions, arguing  | Simple past, present perfect tense                                       | deteriorating, booming, strengthen, sustainability, multinational  |
| <b>Lesson-4</b>                        | The challenge ahead – II       | Speaking, reading, writing                          | Advising, suggesting, predicting, understanding flow charts, note-writing        | Present continuous, passive, modal verbs                                 | indiscriminately, ultimately, conservation   |
| <b>Lesson-5</b>                        | Hopes for a better future      | Speaking, intensive reading, writing                | Expressing possibility/probability, predicting                                   | Use of ‘may, might, could’ to express possibility                        | crash, spine, astronauts   |
| <b>Lesson-6</b>                        | Towards a culture of peace     | Intensive reading, speaking, writing                | Discussing issues, arguing and reasoning, expressing possibility, making choices | Modals: must, should, possibility: can passive: are called upon          | transformed, inspire, dignity, harmony, solidarity, liberty, prosperity, proclamation, global governance |
| <b>Lesson-7</b>                        | Education for peace            | Reading for specific information, speaking, writing | Discussing issues, arguing and reasoning, expressing possibility                 | Modal verbs: should, could, might, have to, must possibility: can, could | tolerance, co-existence mutual, interdependence, reconciliation  |

Unit One: Families Home and Abroad

Lesson 1

Our family

**Objectives:** By the end of the lesson you will have

- read two letters
- discussed the contents of the letters
- practiced using with questions
- written a short letter to a newspaper

**A** Look at the picture of Nazneen’s family.



Guess the relationships between the people in the picture. Do you think it is a picture of a typical family in Bangladesh? In what way? Share your ideas with your partner.

**B.** Read the two following letters taken from the problem page of a weekly English magazine, The Rising Sun, to identify the problems the two writers are facing.

| The Rising Sun<br>Wednesday 5 January  | The Rising Sun<br>Wednesday 12 January   |
|--|--|
| Dear Mita Apa,<br><br>I am a first year college student and my annual exams are close at hand. I need to study a lot. However, conditions in my house are not at all favourable. My elder sister got married last month and since then her share of the household chores has fallen on my shoulders. On top of that, my aunt (my father's sister) has just had a new baby boy. | Dear Mita Apa,<br><br>I read Nazneen's letter published in your column on 5 <sup>th</sup> January. I can understand Nazneen's problems about living in a large family, but things are not always rosy in a small family either, as Nazneen seems to think. It appears the grass is always greener on the other side of the fence. From my experience, I know how awfully boring life |

|   |   |
|---|---|
| <p>He screams all the time and keeps everyone up late into the night. He keeps Auntie so busy that she cannot help with any of the housework. So Mother now relies a lot on me and so do my grandparents. It seems that I am at everybody's beck and call.</p> <p>The house hasn't yet shed its festive look, which started with my sister's marriage. Since Auntie's baby was born, we had streams of guests visiting the house. I'm really worried about my coming exams. There is so much noise and confusion in the house that I can hardly concentrate on my studies. You can't imagine how difficult it is to study in a large family. I even have to share my room with my younger brothers and sisters and, at times, with my cousins. I wish I were in a small family. Tell me, what should I do?</p> <p>Zinnia<br/>Rajabazar,Dhaka.</p> | <p>can be in a nuclear family. I'm also a college student like Nazneen. I've a room of my own, and a lot of time to myself. But still I'm not happy. My parents are always busy with their work. My only brother goes to university in the morning and comes back late in the evening. Everybody is too tired to talk when they get back. Also, when at home they are busy with their own work. So the house is often much too quiet. I can't visit my friends even when I wish to, because it's not safe for girls to move about alone in the city. I often feel very lonely and bored. I envy Nazneen. I wish I could live like her with grandparents, uncles, aunts, and cousins. I hope Nazneen realises that having a small family does not necessarily make one happy.</p> <p>Zinnia<br/>Rajabazar,Dhaka.</p> |
|---|---|

**Now look again at the letters and discuss in pairs.**

- 1. What particular problems does Nazneen have?
- 2. What are Zinnia's problems?
- 3. What did you understand by 'extended' and 'nuclear' families?
- 4. What do you think are the advantages for an extended and nuclear family?
- 5. Do you think that Nazneen's attitude might change after reading Zinnia's letter?

- C. **Examine the letters carefully. Do you think that they are written in a formal, or an informal style? Give reasons for your answer.**
- D. **Here are some words and expressions from the letters that we use in daily life. Understanding their meaning within the context is important. Check your comprehension by matching the words/expressions shown in column A with their meanings in column B.**

| A   | B   |
|---|---|
| envy<br>awfully<br>scream<br><br>rosy<br><br>chores<br>festive<br>be on one’s toes<br>at somebody’s beck and call<br>the grass is greener on the other side | - believing what others have is always better<br>- small regular tasks that are done in the house<br>- be in a position where you do things as ordered by others<br>- wish that you had someone else’s possessions, abilities<br>- cry loudly<br>- be always ready, be alert<br>- bright and cheerful, as in a celebration<br>- happy, wonderful<br>- very, very much |

Now fill in the blanks in each of the following sentences with an appropriate word/expression from column A of the above table. Change the form(s) if necessary.

1. Bangladesh has a \_\_\_\_\_ air during the month of Ramadan.
2. Things don’t look very \_\_\_\_\_ for him in his present job.
3. She is \_\_\_\_\_ to help everybody in the house.
4. The peon in the office is at the Principal’s \_\_\_\_\_ .
5. When she saw the burglar, she \_\_\_\_\_ in terror.
6. I’m \_\_\_\_\_ sorry for breaking your new pen.

E. Think about your own family. In pairs, ask and answer questions about your families.

e.g How many members are there in your family?  
What do/does.....do? Do your grandparents live with you? etc.

F. Write a short letter to the Rising Sun describing the type of family you like and why.

Focus:

| Skills                          | Functions  | Grammar                                | Vocabulary  |
|---------------------------------|--|--|---|
| Reading,<br>speaking<br>writing | Asking questions and<br>giving answers,<br>describing situations,<br>expressing attitudes. | Simple present<br>tense, wh- questions | chores, scream, rely,<br>beck and call, envy,<br>awfully, concentrate |

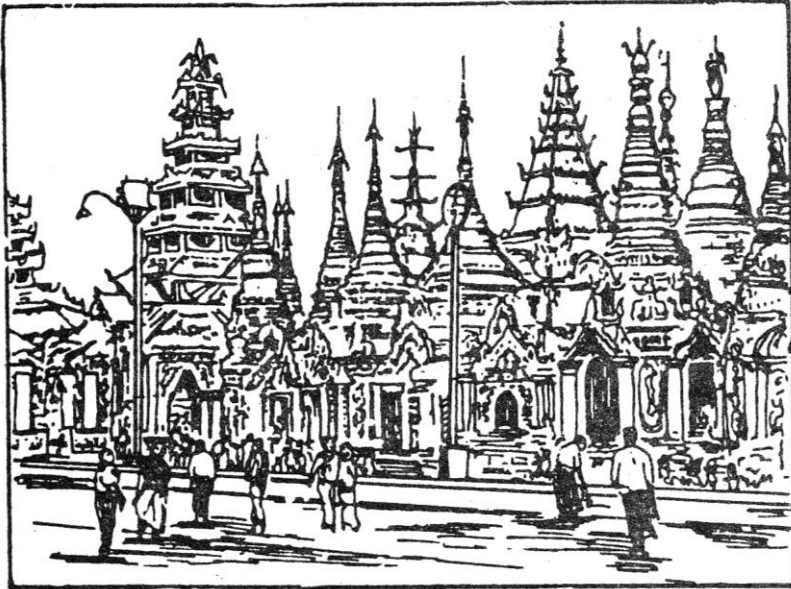
## Lesson 2

### A Myanmar Family

**Objectives:** By the end of the lesson you will have

- discussed a picture.
  - read an extract from a letter.
  - been introduced to aspects of informal writing.
  - compared life in two countries.
- 

**A. Look at the picture below and exchange your views with your partner.**



1. What do you see in the picture?
2. How are the buildings here different from buildings we see around us?

**B. Moh Moh, a girl from Myanmar, is Karim's pen-friend. Read this extract from Moh Moh's letters.**

Let me first introduce my beautiful country to you. It is in south-east Asia, a neighbour of yours, in fact. We gained independence from Britain in 1948. In 1989, the name of our country was changed from Burma to Myanmar, the traditional name. Almost all of us speak the Myanmar language. There are a number of tribal languages, too. Many of us speak English as well. We are mainly Buddhists but don't be surprised to hear that I also have Christian, Hindu and Muslim friends.

The national dress, for both men and women, is the *longyi*, a long tightly wrapped skirt worn from the waist to the ankles. Women wear blouses and *longyis* which are of bright colours and patterns. Men wear shirts and *longyis* with checks and patterns. You can differentiate whether the *longyis* are for women or men from their patterns and designs.

I live in our capital, Yangon, which was formerly known as Rangoon. It is famous for its many pagodas which are the Buddhist prayer houses. Like most city-dwellers, we live in a concrete house. My father works for the government. My uncles from both my parents’ side live in villages and work on farmlands. We have close ties with them and visit them during the holidays.

I'm proud to let you know that women in my country have more rights than many other Asian women. In most families, the mother manages the finances and runs the household.

**Discuss in pairs.**

**Do you find any similarities between life in Myanmar and life in Bangladesh? Are there any difference?**

**C. Write True/False, in the space given, based on the information from the text above. Correct the information that is false.**

1.

All the people in Myanmar speak English.

\_\_\_\_\_
2.

Most of the people in cities live in pagodas.

\_\_\_\_\_
3.

Moh Moh’s relatives are rural people.

\_\_\_\_\_
4.

The “longyi” is a long dress especially for women.

\_\_\_\_\_
5.

The tribes speak English.

\_\_\_\_\_
6.

In Myanmar the women usually run the household.

\_\_\_\_\_
7.

All people in Myanmar are Buddhists.

\_\_\_\_\_
8.

Women like bright colours.

\_\_\_\_\_

**D. In the table below are some words/expressions from the text. Match the words/expressions shown in column A with their meanings in column B.**

| A            | B  |
|--------------|--|
| introduce    | money matters  |
| tribal       | free, sovereign  |
| traditional  | building materials of cement, sand, and gravel               |
| concrete     | make known   |
| finances     | belonging to groups, united by language and customs          |
| independence | organise and implement                                       |
| manage       | following customs, beliefs that have existed for a long time |

E. Think about and prepare in pairs a list of information you would like to give Moh Moh about Bangladesh.

*e.g. Where is Bangladesh located? What are the different religious in Bangladesh? What are some of the common customs and traditions that people follow? etc.*

F. Now write a short passage (about 150 words) introducing Bangladesh to a foreigner who does not have much idea about our country.

Focus:

| Skills                     | Functions                              | Grammar/Structure                                   | Vocabulary   |
|----------------------------|--|---|--|
| Speaking, reading, writing | Giving information, making comparisons | Simple past, simple present, comparative adjectives | pagoda, tribal, wrapped, concrete, finances, city-dwellers |

Lesson: 3

A Kenyan family

Objectives: By the end of the passage you will have

- read two passages about Kenyan family patterns and problems.
- discussed important words and ideas in the passages.
- made comparisons between living in different places.
- written about past experiences.

A. Do you know in which continent Kenya is located? If you have a world map in your classroom, find the country or at least the continent on it.

Discuss in pairs what you know about Kenya. Do you know anything about marriage and family life there?

Do you understand ‘polygamy’ and ‘monogamy’? Match the words on the life with the examples on the right.

1. polygamy

2. monogamy
- a. Azam and Rabeya are a happy couple.

b. Mr habib has a large family consisting of 2 wives and 7 children.

**B. Now read the following passage about Kenyan family traditions.**

### **Marriage and Family life in Kenya**

In the past, the common form of marriage among the various cultural groups in Kenya was polygamy and the polygamous families were embedded in extended family units consisting of a man, his several wives and their married sons and children. But in line with the modern world, things are now changing there. The old custom of polygamous marriage is yielding to the new practice of monogamy, although many polygamous families can still be found in the rural areas of Kenya. Many monogamous Kenyans are now living in nuclear families with their single spouses and their children. Many of them have given up their pastoral lives and have become wage earners in cities. But they can hardly give up their extended family and lineage connections back in their village. Some families have to maintain two households, one in their extended-family home in the village and the other in the city. This often poses a dilemma for them.

**Now discuss in pairs the following questions. You can agree or disagree with what your partner says.**

1. From your understanding of the passage, what do you think is the dilemma of a modern Kenya?
2. Can you guess why polygamy is disappearing day by day in Kenya?
3. What is your attitude towards polygamy? Do you find it in Bangladesh?

**C. Mr Charles Karoro is a Kenyan university graduate who works for a nationalised bank in Nairobi. He is married with two children. Read what he says.**

Hello. My name's Charles Karoro and I'm a banker. My salary's okay but the day to day expenses in Nairobi are pretty high. Both housing and food are costly in the capital. I've rented an apartment but it is really too small for my family. Of course it does not have a garden. So my wife Maria, who loves gardening, can't grow anything. She can't go out to work either because there's no one else in the house to look after the children. So the whole family depends on my income alone. I've great hopes for my children and would like to send them to a good school. But good schools are very expensive. I'm not sure how much I'll be able to help them. Moreover, I'm often in a fix about whether I should share my income with my brothers in the village who need help with their children's education and other things, or use all my money on my own family. I've another problem too. My relatives often come to Nairobi hoping to find jobs. They expect to move into my apartment and stay for long periods of time. They don't seem to realise that the cost of living is so high in the city. I love my relatives a great deal but life can be very difficult at times.

Now think about Charles’ life and, in pairs, see if you can find some points of similarities and differences between his life and the life of an average city-dweller in Bangladesh.

D. Here are the dictionary meanings of some words taken from the two passages above. Place the missing head word in the appropriate place to match its meaning.

- 1 \_\_\_\_\_: established socially accepted practice
- 2 \_\_\_\_\_: the custom or practice of having more than one wife at the same time.
- 3 \_\_\_\_\_: concerning simple peaceful country life
- 4 \_\_\_\_\_: series of families from which one is descended
- 5 \_\_\_\_\_: custom or practice of having one wife or husband at one time
- 6 \_\_\_\_\_: a wife or a husband
- 7 \_\_\_\_\_: a difficult choice to be made between two courses of action

E. How do you feel when you have to put up a guest at your house? Do you face any problems? Write about one of your past experiences with guest in about 10 sentences.

Focus:

| Skills                                | Functions  | Grammar/Structure                                    | Vocabulary  |
|---------------------------------------|--|--|---|
| Intensive reading, speaking, writing. | Making casual connection, expressing attitude, Comparing | Simple present tense, simple past tense, comparative | polygamy, monogamy, embedded, spouse, hardly, lineage, nuclear, dilemma, pastoral |

Lesson: 4

My Fraser’s family

Objectives: By the end of the passage you will have

- described a person
  - listened to a passage and filled in a chart
  - compared two people
-

A. Mr. Robert Fraser is the Managing Director of a multinational company situated in Dhaka. Look at his picture. What kind of a person do you think he is? Why? Discuss in pairs.



B. Which of the following words suit your description of him? Make a list of the ones that you think are suitable.

dominating, warm-hearted, reserved, friendly, ugly,  
talkative, efficient, quiet, funny, good-looking, confident

Are there any other words or expressions you would like to use for Mr. Fraser? Add them to your list.

C. Now listen to a description of Mr Fraser’s family which your teacher is going to read out (s/he has the text), and fill in the chart below with the necessary information.

|    |   |  |
|----|---|--|
| 1. | When did Mr Fraser come to Bangladesh?          |  |
| 2. | When did his wife come to Bangladesh?           |  |
| 3. | How many children do they have?                 |  |
| 4. | Where does his eldest child live?               |  |
| 5. | What kind of work does his wife do?             |  |
| 6. | What kind of family does Mr Fraser have?        |  |
| 7. | Where does Mr Fraser’s mother live?             |  |
| 8. | What is the main festival for a British family? |  |
| 9. | Who plays for Cynthia Fraser?                   |  |

D. Look at the picture of Mrs. Cynthia Fraser, Robert’s mother. Read the details about her and write 10 sentences about how she is different from your own grandmother.


Loves to see her grandchildren

Does her own shopping

Eats potatoes, bread and chicken as main

Lives alone in her own house

Watches TV and reads books



Hates pop music

Doesn't like new ideas

Manages the house by herself

Loves to wear red dress and pearl necklaces on special occasions

Celebrates Christmas and New year with her son or daughter's family.

Focus :

| Skills   | Functions                       | Grammar/Structure   | Vocabulary  |
|--|---------------------------------|---|---|
| Speaking,<br>Listening,<br>Reading,<br>Writing | Describing people,<br>comparing | Adjectives, simple present<br>tense, use of link words 'but',<br>'also' for comparing and<br>contrasting. | dominating, warm-<br>hearted, reserved,<br>talkative, efficient,<br>funny |

Lesson 5

Changing trends

Objective: By the end of the lesson you will have

- talked about the roles of the father and the mother in the family
- discussed the present, past, and future roles of husbands and wives
- read a passage for general comprehension
- writers a summary

**A. Think how old you are now. What do you do? What was your role 10 years back? What do you think it will be 10 years from now?**

**Now think for a minute about you and your family and note down some points on the following:**

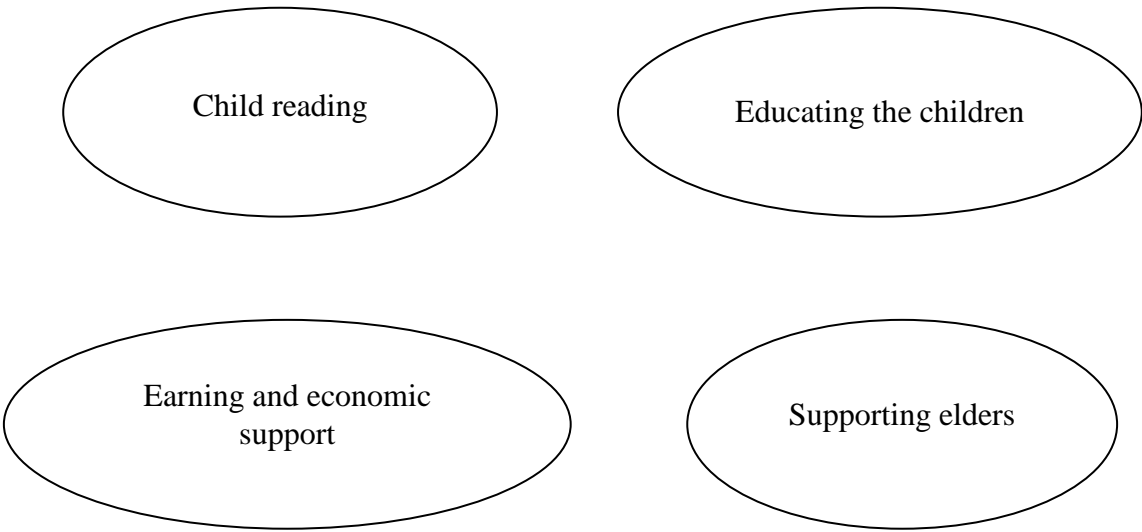
What type of family do you come from? (e.g. How many brothers and sisters do you have? Do your grandparents live with you?)

**B. In pairs discuss these questions and share your ideas.**

- 1. When did family life begin? What do you know about the first family in history?
- 2. How was family life in Bangladesh 20 years ago?
- 3. How is family life in Bangladesh different today from what it was in the past?

**C. Note down 3 important points about the roles of your father and mother or your guardians in your family.**

**In pairs, discuss who does what of the following in your family.**



**Also discuss who in the family did which of the about things 20 years ago, and who will do which of them 20 years from now. Note down at least 3 ways in which each role is carried out.**

**D. Look at the pictures below. In pairs discuss and note down what the following pictures suggest about changing trends in family life.**



**E. Read the following passage about the changing trends in family life and answer the questions below it.**

The present age is marked not only by the importance of the family as an economic and welfare institution but also by its increasing importance as an arrangement for socializing and raising children and for the psychological support of adults. There has been a wide disintegration of large kin groups and an intensification of relationships within the nuclear family. Moreover, the world is seeing an increasing association of women with earning and out-of-home activities.

In the pre-industrial feudal society, both husbands and wives worked in the fields outside the home. However, in the industrial period, women were segregated from out-of-home productive work. The hearth became the place for them, so cooking, cleaning, washing, giving birth and rearing children became their jobs. Men became the wage-earners and all other outdoor activities became their responsibility.

In the post-war period, women started joining the workforce, contributing to family income, and thus started exercising as influence on family affairs. Previously, authority in the family rested on the husband who was the decision-maker in all matters. But women, with their economic power, started influencing

decision about important family matters. In developed countries now, household work is shared by both husbands and wives, and outdoor activities like shopping and taking children to school, to doctors or for recreation are done equally by both husbands and wives. Large extended families have given, and are still giving place to small, nuclear families.

Even in developing countries, with the process of industrialisation and urbanisation, extended families are breaking down. Kinship is declining. In the west, marriages now often break up. So, the number of single-mother or single-father families is even on the increase. The psychological problems of children in such families are also increasing in modern times.

- 1. What are the changes in family life mentioned in the passage? Note down the major points and then compare your notes in pairs.
- 2. In pairs discuss what you understand by ‘kinship is declining?’
- 3. Do you agree with all the 3 points made in the first paragraph?

**F. Some views about roles of husbands and wives in the family are given below. In pairs, discuss how you feel about them, Do you agree/disagree? Give reasons for your answer.**

- 1. ‘The wife’s place is at home, in the kitchen. Her responsibility is to look after the children. She has nothing to do with earning and spending’.
- 2. ‘Shopping is the husband’s duty’.
- 3. ‘Both husband and wife need to work outside and earn for their family’.
- 4. ‘The husband should help with the house work but not with cooking.’
- 5. ‘It’s the husband’s responsibility to work, earn money and support the family.’
- 6. ‘The husband’s parents should live with the family.’
- 7. ‘The husband should help in rearing the children.’

**G. In pairs, discuss any changing trends in your own family. Then individually write a short summary of the changes that have taken place in your family over the past 10 years.**

**Focus :**

| Skills                           | Functions   | Grammar/Structure                 | Vocabulary  |
|----------------------------------|---|-----------------------------------|---|
| Speaking,<br>Reading,<br>Writing | Talking about past and present, expressing opinion, summarising | Simple past, simple present tense | Socialising, disintegration, kinship, intensification, urbanisation |

Unit Two : English Around Us

Lesson 1

The language of newspaper and advertisements

Objectives: By the end of the lesson you will have

- matched newspaper reports and headings
- discussed the language of these reports and headings
- written headings for newspaper reports
- read two advertisements and answered comprehension questions based on them
- written a personal advertisement for an English Daily

A. Match the following newspaper heading with a story.

Lady of might gone forever

COLOMBO, Oct. 10: Srimavo Bandarnaike, who 40 years ago became the world’s First woman premier, died of a heart attack today after voting in parliamentary elections. She was 84, reports AP

Beware batsmen

Glowing tributes paid to lady of light

NEW YORK Nov. 20: The cricket or baseball batsman who keeps his eye on the ball may not be doing the right thing after all, according to Nature Neuro-science magazine published in New York, reports DPA.

Oil Prices steady

Good news for cricket lovers

London, Oct 10: An Englishman weighing 318 kilograms stepped outside his house for the first time in 25 years on Monday to pose for the cameras as friends cheered him. Reports DPA

Overweight people more prone to heart attack

Obesity confines him to his house for 25 years

In exercise A (1) what tense have been used for the heading? Are the newspaper articles also in the same tense? (2) Rewrite the heading as full sentences.

**B. Now read the following reports and write appropriate headings for them.**

BANGKOK. Nov. 7: Thailand's Public Health Ministry has warned against the use of cellular phones by children under 12 years of age, saying it could affect the development of their brains, reports AP.

DHAKA. Oct. 28: To many there is a scary outlook for Dhaka city in several respects. Air pollution has reached such startlingly high levels that it has surpassed that of Mexico city and now has surpassed that of Mexico city and now has the most polluted air in the world, according to a seminar on environmental studies.

**C. From your reading of the articles in exercises A and B, answer the following questions.**

1. How old was Bandarnaike when she became premier?
2. What are batsmen being made aware of?
3. Where did the obese man stay for 25 years?
4. Who could be most affected by the use of cellular phones? How?
5. What prospect about Dhaka city is scary for people?

**D. Read the following advertisements and answer the questions that follow.****CAREER opportunity**

As a leading manufacturer and retailer of finest quality clothing, we invite applications for posts of sales persons who are good-looking, smart, energetic and hard-working. Both male and female candidates are eligible.

**Qualifications:**\* O level/HSC

\* Fluent in English

If you are interested, apply with a recent passport size photograph and CV by Dec. 20

**Write to GPO Box no. 3560.**

**We don't believe in failure! Do you?**

**No knowledge of computers:** Don't worry! We are here to help you. We offer crash programs for those who really want to learn. Course starts every month. Seats limited, offered on first come served basis.

You can find us at:

**The international IT Institute**

House No. 12, Road No. 19, Dhanmondi, Dhaka.

- 1. What sort of people are the two advertisements aimed at?
- 2. What is the purpose of each advertisement?
- 3. Why didn't the first advertisements give their address?
- 4. Would you be interested in any one of the advertisements? If so, which one and why?
- 5. How do the advertisements directly address the public?
- 6. Is there any difference in the styles of the two?
- 7. What questions come to your mind when you read them?

**E. You want to be a private tutor for students up to class V. Write an application advertisement to put in an English newspaper. Remember advertising in newspapers is expensive. So your advertisement should:**

- be very brief
- contain all the information you think necessary
- say how you can be contacted

**Focus:**

| Skills                     | Functions                    | Grammar/Structure | Vocabulary   |
|----------------------------|------------------------------|-------------------|--|
| intensive reading, writing | Identifying different genres | Present simple    | obesity, confine, prone, tribute, premier, surpassed |

**Lesson 2**

**We write and speak differently**

**Objective:** By the end of the lesson you will have

- discussed the different uses of the apostrophe ‘s’
  - replaced the contractions in sentences with the actual words
  - identified the wrong types of contractions
  - converted direct speech into reported speech
  - written a story in your own words from a cartoon
-

**A. What does the apostrophe stand for the following sentences? Discuss in pairs.**

- 1. My father's office is very far from our house.
- 2. My father's very angry because I broke his glasses.

**B. Read the following sentences. Remove the apostrophe from the words by using an appropriate word from the box.**

is, has, have, am, would, had, us, us, are, will, not

- 1. She's got is big collection of storybooks.
- 2. How's he going to do it?
- 3. There've been a lot of changes in the education system recently.
- 4. I'm not sure if you're allowed to go there without prior permission.
- 5. I've been looking for you for about an hour.
- 6. She's been waiting for about an hour now.
- 7. He'd love to come and visit Bangladesh.
- 8. It's been raining for two hours.
- 9. I'd prefer a blue bedcover to a green one.
- 10. He'd known this for a long time but he didn't tell anyone.
- 11. Who's done this? I want his name.
- 12. He should've been more careful.
- 13. You mustn't leave a child alone at home.
- 14. Let's see what you can do.
- 15. I'll help you with this work.
- 16. I would've gone if I'd known.

**C. Can you think of any other contracted forms? Make a list. Which of the following are wrong? Put a cross on the wrong ones.**

amn't

could've

who'se

willn't

cann't

can've

cant've

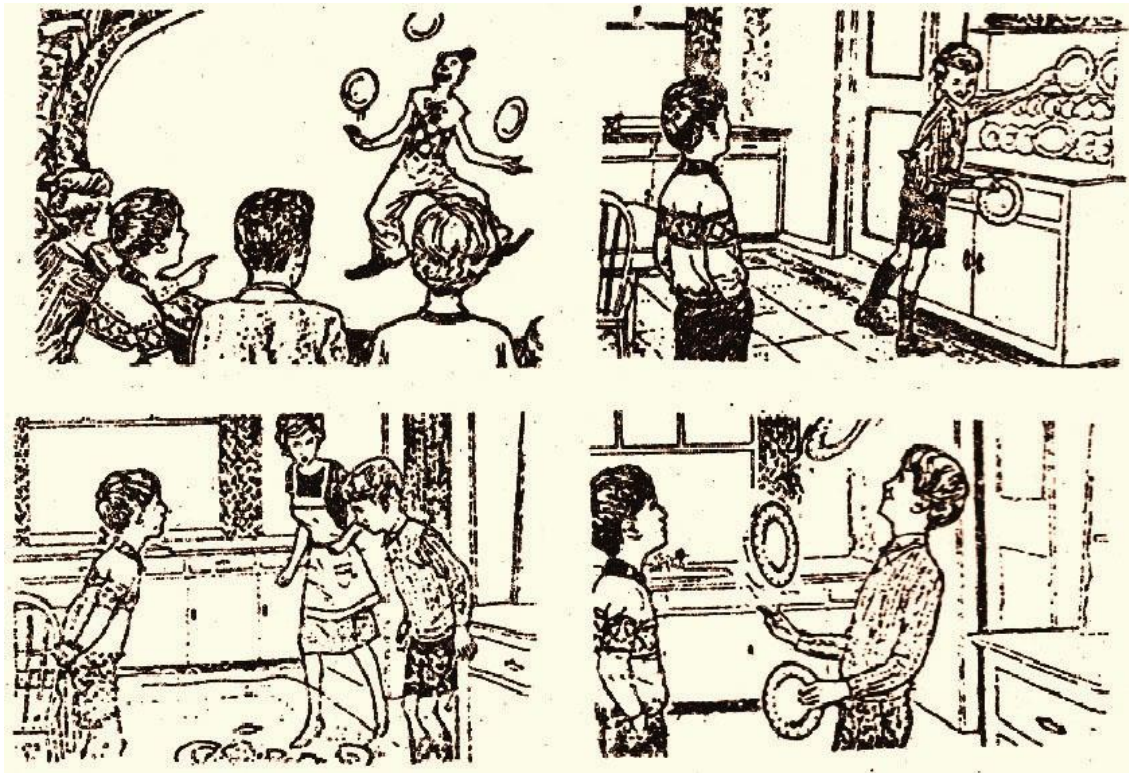
he'll

**D. In pairs try to guess (a) the relationship between the speaker and the listener, and (b) the situation where each of the statements below has been said.**

**Practise saying the statements with the correct feeling and intonation. Then write each in reported speech using the identities of the speakers that you have chosen.**

- 1. “My goodness! How did you get so fat?”
- 2. “Oh no! I locked the door with the keys inside.”
- 3. “Don’t you dare try to do that again.”
- 4. “Think you very much indeed. It’s really kind of you.”
- 5. “I do hope he understood what you said to him.”
- 6. “Mind! This kettle hot.”
- 7. “Wow! This food is great. I didn’t know you were such a good cook.”
- 8. “You see my daughter is quite healthy.”
- 9. “How nice! I must have one of those.”

E. Now look at the following jumbled illustrations and arrange them in the right order. In groups describe what happens. Then write the story in your own word using appropriate dialogues. Use contractions wherever applicable.



Focus:

| Skills                     | Functions   | Grammar/Structure             | Vocabulary                |
|----------------------------|---|-------------------------------|---------------------------|
| Speaking, reading, writing | Identifying difference in written and spoken language, identifying situations | Contractions, reported speech | contractions, prior, dare |

Lesson 3

Understanding instructions

**Objective:** By the end of the lesson you will have

- guessed the sources of different types of instructions
- identified verbs used for giving instructions
- answered comprehension questions
- written instructions for illustrations

**A. Impairs name some of the containers that hold household and other commonly used stuff.**

Most of the containers that we buy these days have some sort of instruction written on them. Read the following instructions and identify which ones are related to (1) foods (2) cosmetics (3) toiletries, (4) medicine, (5) chemicals.

| 1   | 2   | 3  |
|---|---|--|
| Applied daily on face and neck, its entries light and non-greasy formal moisturizes our skin, leaving it softer and smoother. Particularly suitable for sensitive skin. | Keep out of the reach of children   | Adults and children over 2 years of age:<br>Rub a thick layer on chest and throat. If desired cover with a dry, warm cloth but keep clothing loose to let the vapors rise to nose and mouth. |
| 5   | 4   | 7  |
| Add two tea-spoonfuls to a cup of hot milk. Add sugar to taste. Stir briskly.   | Directions to make one litre. Place 8 level tablespoons (125g) in a jug. Add cold water and ice to make 1 litre.                      | Easy squeeze tube. Brush thoroughly everyday for healthy teeth and gums. The Gel part freshens breath and builds stronger, harder and healthier teeth.                                       |
|   | 6   |  |
|   | A breakthrough technology that helps prevent dandruff and provides great-looking hair.<br>Direction: Apply to wet hair and rinse off. |  |

**B. Underline the verbs used for giving instructions.**

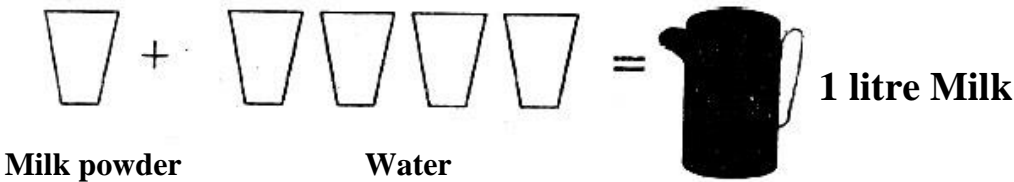
**C. Now read the following instruction written on the cover of “Super Glue”.**

**Super GLUE**  
**for WOOD, RUBBER, PLASTICS, METAL, PAPER and LEATHER**  
Application: \*Both surfaces must be smooth, clean, and dry. \* Apply to one surface. \*Only one drop per square inch and no more. \*Place in fixed position immediately. \*Apply slight pressure for ten seconds or until bond sets. Care in handling. \*To keep tip of tube clean and to remove glue from fingers, immediately wipe excess glue with cloth or tissue paper. Store in a cool dry place.  
**Warning:** KEEP OUT OF THE REACH OF CHILDREN, EYE IRRITANT. BONDS SKIN IN SECONDS.

- 1. Can you use it for mending the following?
  - a. a broken melamine teacup
  - b. a leather shoe
  - c. the broken leg of a wooden writing table
- 2. Can you use it on a wet surface?
- 3. How long does it take for the glue to dry?
- 4. Is heat bad for this glue?
- 5. It is dangerous for your skin?
- 6. Is it bad for your eyes?
- 7. What should you do if gets into your eyes accidentally?

D. Now look at the following illustrations for liquids and write suitable instructions for English readers.

1.



2.

Instructions for the type of utensils that can be used in a microwave oven

| Type of utensil            | Short time | Long time |
|----------------------------|------------|-----------|
| Glassware (heat resistant) | ✓          | ✓         |
| Ceramic (heat resistant)   | ✓          | ✓         |
| Metal cookware             | ✗          | ✗         |
| Plastic cookware           | ✓          | ✗         |

3.

Instructions for making oral saline:



Focus:

| Skills                     | Functions           | Grammar/Structure | Vocabulary                        |
|----------------------------|---------------------|-------------------|-----------------------------------|
| Intensive reading, writing | Giving instructions | Imperative verbs  | meaning, bond, irritant, enriched |

Lesson 4

Write it formally and informally

Objective: By the end of the lesson you will have

- read two letters of invitation
- discussed some dos and don'ts in formal and informal letters
- answered comprehension questions on two letters
- written a formal letter

A. Look at the two letters invitation. One is formal and the other is informal. Can you identify which one is formal? Give reasons for your answer.

Hi Shirin!

Come and join us at our party for the New Year on 31<sup>st</sup> Dec. 20011 at 7:30 p.m. Bring everybody.

Rupa

*To celebrate the New Year, Mr. and Mrs. Yours have the pleasure of inviting you to a party on the 31<sup>st</sup> of Dec. 2011 at 7:30 p.m.*

B. Now read the following dos and don'ts for letter-writing. Which types of letters are they applicable to?

| Do  | Don't  |
|---|--|
| - write briefly<br>- make your message clear<br>- write dates instead for today. tomorrow or yesterday. | - use contractions such as aren't, can't etc.<br>- use expressions such as hello, sorry, oh, by the way<br>- finish by saying with love<br>- go into unnecessary discussion. |

C.     **Read the following letters. Letter A is from Tuhin who lives in New York to her cousin in Bangladesh who has decided to visit her.**

Dear Ruma

What a unexpected pleasure to hear from you after all this time! We'd thought you had forgotten us. We were very happy to hear that you would finally be able to visit us next summer. We have a nice little room all ready for you. Don't even think about being a burden on us. We would love to have you with us. Please let us know as soon as you fix the date.

We are all waiting eagerly for the day when we really meet. Bring us lots of recent photos of everybody at home. It's been a long time since we last met.

Lots of love.

Tuhin

Letter B was sent to a Bangladeshi student from a Canadian University confirming his admission and a place in the university hostel.

Dear Mr Fahim

We are pleased to learn that you will be able to start the course in Business Studies from September this year. In reply to your request we have allotted you room no. 105 in Gardenia Hall. You must complete your registration by July 5. Classes will start on July 15, 2011.

We look forward to meeting you and hope you enjoy your time here.

Yours sincerely

Signature  
(Patricia Sloan)

D.     **Both the letters are informing the reader about the allotment of a room, but in different ways. Answer the following questions to identify how they are different.**

1.     How does each letter say that the address is happy to hear the news?
2.     How does each say that s/he wants to meet the addressee?
3.     How do you end the letters?
4.     Which letter expresses more personal feelings? How?
5.     Is there any unnecessary information in letter B that could have been omitted?
6.     Is there any unnecessary information in letter A that could have been omitted?
7.     If you were asked to rewrite letter A formally, how would you write it?

E. Read the following advertisement for admission to an Australian University. Write a letter to them requesting them to send you admission forms.

**Interested in studies abroad?**

**We offer Bachelor degree course in**  
Business Studies, Marketing, Computing  
Social and Environmental Studies, Economics  
Biological sciences, Physics and Chemistry

**Write to following address:**  
The Graduate Admission  
International service:  
353 South Road, Portico  
Sydney 2067, Australia.

Focus:

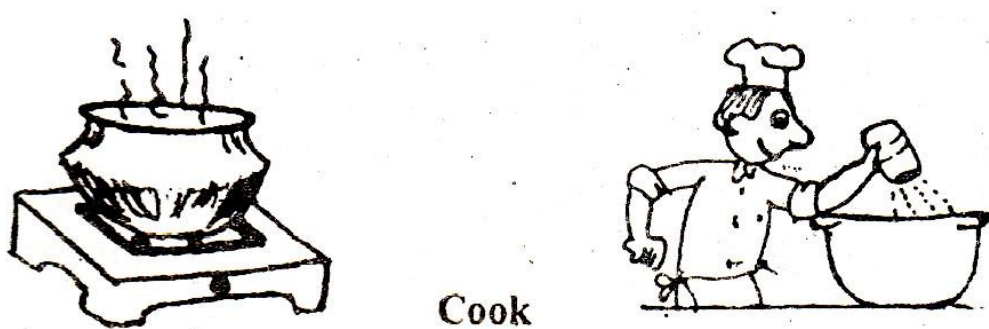
| Skills                     | Functions   | Grammar/Structure                              | Vocabulary                  |
|----------------------------|---|--|-----------------------------|
| Intensive reading, writing | Identifying formal/informal language, writing formal/informal letters | Expressions/conventions used in letter-writing | nurture, misgiving, burden. |

Lesson 5

Words, words, words

- Objective :** By the end of the lesson you will have
- written sentences to illustrate different meanings of the same word
  - identified words with double meanings
  - used prefixes with appropriate words
  - used words appropriately in sentences
  - written sentences for illustrations
  - completed a story by inserting appropriate words

A. Look at the following illustration.



Now write two sentences which illustrate the different meanings of the word ‘cook’.

B. Now look at the following list of words. Tick the words which have a different meaning when used as (1) a noun (2) a verb. Then complete the sentences below with a suitable word from the box. Change the tense if needed.

fan, colour, stick, brush, paste, light, bear, plane, frame, question, lie, glue, leather, strike, brake, glass, polish, cream, flat, freeze, wind, paint, book, change, comb, flower, fly, roast

- 1. The police have caught the thief. Now they are \_\_\_\_\_ him.
- 2. You must \_\_\_\_\_ hard if you want to break the brick.
- 3. There would have been a terrible accident if the car hadn't \_\_\_\_\_ in time.
- 4. You need a good \_\_\_\_\_ to get the pieces together.
- 5. I need to buy a new \_\_\_\_\_ for my hair. This one is broken.
- 6. She is too young to \_\_\_\_\_ so much responsibility.
- 7. Please \_\_\_\_\_ the fire. We must start cooking.
- 8. Why did you \_\_\_\_\_ the wall red? It looks ugly.

C. We use prefixes like- un-, -im-, -il-, -non-, -dis-, -ir-, -in-, to form the opposite of a word. Write the opposite of the following words with an appropriate prefix.

|                   |                 |                 |
|-------------------|-----------------|-----------------|
| logical _____     | coloured _____  | practical _____ |
| regular _____     | important _____ | literate _____  |
| organised _____   | clear _____     | tidy _____      |
| sympathetic _____ | like _____      | smoker _____    |
| connect _____     | accurate _____  | desirable _____ |
| sufficient _____  | used _____      | agree _____     |
| stop _____        |                 | certain _____   |

D. Read the following passage and fill in the blanks with appropriate words to complete the story.

One day, a grocer borrowed a balance and weights from a fruit seller. After a few days, the fruit seller asked the grocer to \_\_\_\_\_his balance and weights to him. The grocer said, “The mice ate away your balance and weights. I am sorry that I can’t return them to you.” The \_\_\_\_\_ excuse of the dishonest grocer made the fruit seller very \_\_\_\_\_. But he \_\_\_\_\_ his temper and said, “Never mind. I can’t blame you. It’s my bad luck.” The grocer thought to himself, “The illiterate fruit seller is a \_\_\_\_\_ fool.”

Then one day, the fruit seller said to the grocer, “I am \_\_\_\_\_ to the town to do some shopping. Please send your son with me to \_\_\_\_\_ my things. We will come back tomorrow.” So the grocer \_\_\_\_\_ his son with the fruit seller. The next day the fruit seller \_\_\_\_\_ alone from the town.

“Where is my son?” asked the grocer. “A crow carried your son away?” replied the fruit seller. “You liar. How can a crow carry \_\_\_\_\_ such a big boy?” the grocer shouted angrily. “Just the same way as mice can eat away the balance and weights,” said the fruit seller.

The grocer \_\_\_\_\_ the point. He returned the balance and weights to the fruit seller and \_\_\_\_\_ him with tearful eyes, “I wronged you greatly by \_\_\_\_\_ to your about your weight and balance. I will give them back to you. Please \_\_\_\_\_ me and give me back my son.” Then the fruit seller sent the boy back to his father.

E.      **Narrate the story in your own words without using any direct speech. Then write it.**

**Focus:**

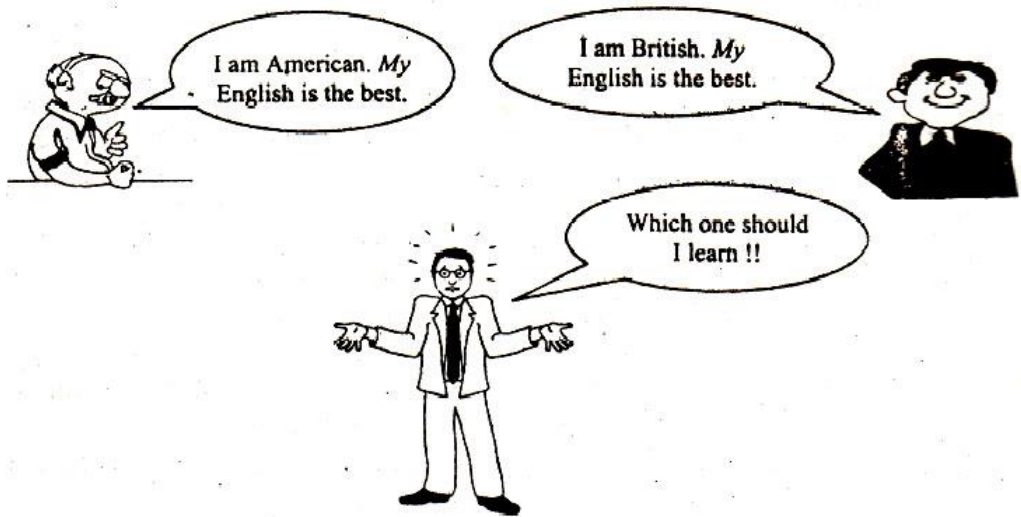
| Skills                                    | Functions   | Grammar/Structure                    | Vocabulary                    |
|---|---|--------------------------------------|-------------------------------|
| Reading for specific information, writing | Understanding and using prefixes, filling in gaps with suitable words | Homonyms, prefixes, reporting speech | balance, strike, blame, stick |

Lesson: 6

British or American

- Objectives:** By the end of the lesson you will have
- discussed solutions to a problem
  - read a list of British and American words
  - filled in a chart on the nature of differences
  - identified mixed vocabulary in a text
  - completed a story.
-

A. Look at the following illustrations.



- 1. What suggestion do you have for this person? Give reasons for your answer.
- 2. What type of English do we generally follow in Bangladesh?

B. Read the following list of British and American English vocabulary. Then do the exercises that follow.

| British       | American       | British                 | American        |
|---------------|----------------|-------------------------|-----------------|
| Flat          | apartment      | cinema                  | movie theater   |
| quarrelling   | quarreling     | quarter after           | quarter past    |
| queue         | line           | labour                  | labor           |
| pay-rise      | pay-raise      | cookery-book            | cook-book       |
| prophecy      | prophesy       | private (pte.)          | private (pvt.)  |
| ill           | sick           | sailing-boat            | sailboat        |
| pavement      | sidewalk       | footpath (country road) | trail           |
| colour        | color          | () brackets             | () parentheses  |
| behaviour     | behavior       | kilometre               | kilometer       |
| aeroplane     | airplane       | although                | altho           |
| railway line  | railroad track | a cheque                | a check         |
| railway wagon | railway cars   | a ten taka note         | a ten taka bill |
| lorry         | truck          | sales assistant         | sales clerk     |

Table – 1

In how many ways do British and American English vocabulary differ?

C. Now fill in the following chart from words in table 1.

| Nature of difference          | British | American |
|-------------------------------|---------|----------|
| Same word, different spelling |         |          |
| Partially different word      |         |          |
| Completely different word     |         |          |

Table 2

D. Rita is very confused about some British and American vocabulary. She wrote the following story for her English class mixing up the two types. Help her to write the story entirely in British English.

On the evening of 10<sup>th</sup> December 1979, John Stone disappeared. He left his flat at about 4 o'clock in the evening. He went off in the direction of the river bank. His next door neighbor Mr Perkins saw him go. A lorry driver Richard Fin saw him crossing in railroad track. A carpenter Mr Portan who had worked for him, had met him on the village footpath about five kilometers away from his home when he had come to pay some money that he owed Mr Portan. Mr Portan said he had seen a big bundle of hundred dollar bills in Mr Stone's hand. The last person to see him that day was Mr Carten who lived in the same building in another apartment. He had met Mr Stone by the river while Mr Carten was having a walk. Early next morning Mr Stone and the neighbour organized a search party. Near the forest by the banks of the river they found his hat and stick.....

E. Now work in pairs and complete the story.

F. Underline the sentences in the Past Perfect tense. Why do you think this tense has been used in these sentences?

Focus:

| Skills                     | Functions                            | Grammar/Structure  | Vocabulary                     |
|----------------------------|--------------------------------------|--------------------|--------------------------------|
| Speaking, reading, writing | Identifying American and British use | Past perfect tense | prophecy, parentheses pavement |

Lesson: 7

English in literature

**Objectives:** By the end of the lesson you will have

- read an extract from a short story
  - discussed the use of metaphors and similes
  - written sentences with metaphors and similes
  - identified use of shortened words in poems
  - completed a poem
- 

**A. O’Henry was one of the most famous short story writers in America. In his story “The Last Leaf” he describes pneumonia (a disease caused by catching cold) in the very interesting way. Read the description below and say who pneumonia has been compared with and what he does.**

“In November, a cold, silent stranger, whom the doctors call Mr. Pneumonia, moved quietly about the colony, touching one here and one there with his icy fingers. Mr. Pneumonia was not a polite old gentleman. Little Johnsy, her blood thinned by the warm California weather, was no match for that red-faced, short-breathed, old fellow. And so he touched Johnsy with his icy fingers, too, and she lay ill, scarcely moving on her old iron bed.....

**The technique of treating non-living things as humans is called *personification*.**

**B. Poets and novelists often use different means to make their writing more interesting. Read the following extracts and write what comparisons have been drawn in the descriptions.**

**B. Now read the following passage.**

1

Youth like summer morn,  
Age like winter weather;  
Youth like summer brave,  
Age like winter bare.  
Youth is wild and Age is tame.  
(From *Crabbed age and Youth* by William Shakespeare)

2

Much have I travelled in the realms of gold.  
And many goodly states and kingdoms seen:  
Round many western islands have I been  
Which bards in fealty to Apollo hold.  
(From *On First Looking into Chapman’s Homer* by John Keats)

3

So now Della’s beautiful hair fell about her rippling and shining like a cascade of brown waters.  
(From *The Gift of the Magi* by O’Henry)

4

The rhododendron was in bloom; a carpet of colours, across the mountainside, soft as the May winds that stirred the hemlock.

(From A Mother in Mannville by M.K.Rawlings)

C. Read the following explanation. Then do the exercise that follows.

When the feature for which the comparison has been made is mentioned, it is called a simile.

- Example:     (1)     He was dangerous like a snake.  
                  (2)     He is as dangerous as a tiger.

What idea of danger do you get from these two sentences? Discuss in pairs and be prepared to share your ideas with the rest of the class.

When the common feature of the comparison is not mentioned, it is called a *metaphor*. What does the following example mean?

That man is a mad dog now. Don't go near him.

D. Look at the following pictures. Think a suitable adjective for each of them. Then write a sentence about each comparing it with something else using a metaphor or a simile.



1



2



3



4



5

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

E. Now look at the structure of the following sentences in the extract from a poem. How are they different from a normal sentence? Rewrite them as you would say them in everyday life.

1.

Much have I travelled in the realms of gold. e.g. I have travelled much in the realms of gold.
2.

And many goodly states and kingdoms seen.
3.

Round many western islands have I been.
4.

Bards (*poets*) in fealty to Apollo hold.
5.

Youth like summer morn.

F. Complete the following poem. Use your imagination and write two more lines. Don't worry about what the poet actually wrote.

*The Cloud*

I bring fresh showers for the thirsting flowers

from the seas and the streams,

Focus:

| Skills                     | Functions                          | Grammar/Structure     | Vocabulary                                     |
|----------------------------|------------------------------------|-----------------------|--|
| reading, speaking, writing | Comparing, appreciating literature | Metaphors and similes | hasting, realms, pneumonia, rippling, cascade. |

Lesson: 8

Daffodils

- Objectives: By the end of the lesson you will have
- read two poems
  - identified metaphors, similes and abbreviations in the poem
  - answered comprehension questions
  - written a paragraph about Daffodils
-

- A. Read the following poems about the Daffodil flower by two well-known English poets.

*I Wandered Lonely As a Cloud*

by William Wordsworth

I wandered lonely as a cloud  
That floats on high o'er vales and hills  
When all at once I saw a crowd,  
A host of Golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.  
Continuous as the stars that shine  
And twinkle in the Milky Way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.  
The waves beside them danced but they;  
Outdid the sparkling waves in glee;  
A poet could not but be gay,  
In such a jocund company;  
I gazed-and gazed-but little thought  
What wealth the show to me had brought:

For oft when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude  
And then my heart with pleasure fills  
And dances with the daffodils.

*To Daffodils*

by Robert Herrick

Fair Daffodils, we weep to see  
You haste away so soon;  
As yet the early-rising sun  
Has not attained his noon.

Stay, stay  
Until the hasting day  
Has run



But to the even song:  
And, having prayed together, we  
Will go with you along.

We have short time to stay, as you  
We have as short a spring;  
As quick a growth to meet decay,  
As you, or anything.  
                                    We die.  
As your hours do, and dry  
                                    Away  
Like to the summer's rain,  
Or as the pearls of morning's dew,  
Ne'er to be found again.

- B.     **Make a list of similes and metaphors that you find in the two poems.**
- C.     **Underline the abbreviations used in the two poems and write down the words in full.**
- D.     **Which words in the first poem are related to *happiness*? Which words in the second poem are related to *sorrow*? Underline them.**
- E.     **What kind of feeling does the flower inspire in each of the two poets?**
- F.     **Answer the following questions.**
  - 1.     Was anybody really dancing on the banks of the bay?
  - 2.     How many daffodils were there beside the bay? How did the poet count the flowers?
  - 3.     How did the daffodils provide pleasure to Wordsworth?
  - 4.     What characteristics of the daffodils does Harrick consider similar to human life?
  - 5.     According to Harrick, what other things have short lives?
- G.     **From your reading of the two poems, write a paragraph about the characteristics of the daffodil flower.**

Focus:

| Skills                               | Functions           | Grammar/Structure                                | Vocabulary  |
|--------------------------------------|---------------------|--|---|
| Intensive reading, speaking, writing | Appreciating poetry | Adjectives for comparison, metaphors and similes | sprightly, jocund, bliss, glee, solitude, attained, decay |

## Unit Three: Learning English

### Lesson: 1

#### Learning a language

**Objectives:** By the end of the lesson you will have

- discussed the idea of communicating
  - understood what learning a language means
  - read a passage on the distinction between acquisition and learning
  - written a dialogue
- 

**A. We use language to communicate with each other. What do you understand by ‘exchange of information’? In pairs talk about different situations where you can give information and receive it from others.**

**B. Now read the following passage.**

Communicative competence refers to the ability to use a language appropriately in various circumstances. There are two ways of developing communicative competence in a language. The first is *acquisition* which is similar to the way people develop ability in their mother tongue. It is a natural, subconscious process in which users are not usually aware of acquiring a language. They are aware only of the fact that they are using the language for communication. In non-technical terms, acquisition is 'picking up' a language spontaneously. It may also be called 'implicit learning.'

On the other hand, the second way of developing communicative competence in a language is *learning* that language. It refers to conscious knowledge of a second language, knowing the rules of language use, being aware of them and being able to talk about them. In non-technical terms, *learning* is to know consciously about a language. It may be described as 'explicit' learning.

Language specialists believe that *acquiring* a language is more successful and longer lasting than *learning*. Therefore, teachers these days encourage learners of a second language to practise and experience the language in different situations where they are involved in communicating with others. And that is exactly what the tasks in this book are designed to do.

**Now discuss the following questions in pairs.**

1. What do you understand by 'implicit' and 'explicit' learning?
2. According to the passage, are you 'learning' or 'acquiring' English?
3. Are circumstances in Bangladesh favourable for acquiring English? Give reasons.

C. Think about a salesman and a customer in a fruit/book/shoe shop. In pairs write a short dialogue between them to show how they interact (communicate) with each other. Then in pairs do a role play using this dialogue.

Focus:

| Skills   | Functions   | Grammar/structure  | Vocabulary  |
|--|---|--|---|
| Reading,<br>Writing a<br>dialogue,<br>speaking | Describing speaking<br>conventions, asking for<br>and giving<br>information,<br>contrasting | Contrasting device-<br>On the other hand,<br>Suggest + that clause | interact, exchange,<br>competence,<br>acquisition, non-<br>technical, conscious,<br>spontaneous,<br>implicit, explicit. |

Lesson: 2

Why learn English

- Objectives:** By the end of these lessons you will have
- read an advertisement and discussed a candidate’s needs
  - analyzed your own needs
  - read a passage on the necessity for learning English
  - prioritised the skills you need to improve
  - written a paragraph of advice

A. Read the following advertisement.

Situation Vacant

Wanted a young, energetic and smart female receptionist. Only graduates with fluency in English should apply. Send CV and recent pp size photograph by 20 July 2011.

Designing and Planning Consultants Ltd.  
43, Dilkusha C/A, Dhaka-1000.

Discuss in pairs the requisite qualifications of the candidate. Why do you think she needs to be fluent in English?

Now think for a while about what you need English for. Discuss with your partner the purposes for your learning English. Write at least 3 sentences like the one below.

I need English to read books on other subjects.

**B. Read the following passage about the importance of English.**

Statistics show that about 350 million people speak English as a first language and another 300 million use it as a second language. It is the official or semi-official language in more than 60 countries and of many international organisations. The International Olympic Committee, for example, always holds meetings in English. English helps the international community and the business world to communicate across national borders. Today, more than 80% of all the information in the world's computers is in English, so organisations frequently need employees who speak and write a standard form of English. In fact some companies provide English language training for their staff. It is therefore little wonder that job advertisements nowadays often ask for a 'good working knowledge' of English. Many believe now that English usually helps them to get good jobs and better salaries.

**Now discuss the following questions in small groups or pairs.**

- 1. What do you understand by ‘first language’? Name at least five countries where English is the first language.
- 2. What is a ‘second language’? Name some countries where English is used as a second language.
- 3. Is English a ‘second’ or ‘foreign’ language in Bangladesh? Give reasons.
- 4. Why is English so important as an international language?

**C. There are some words (adverbs) in this text that show frequency. Pick them out and give them a rating. One has been done for you below:**

*usually = 70 - 80% of the time*

**D. You are obviously not equally good in each of the following skills. Which skill do you need to improve most? Give each skill a priority rating from 6 to 1.**

(6 = highest priority, 1 = lowest priority)

| Skills                 | Priority rating |
|------------------------|-----------------|
| Enriching vocabulary   |                 |
| Learning grammar rules |                 |
| Listening              |                 |
| Speaking               |                 |
| Reading                |                 |
| Writing                |                 |
| Pronunciation          |                 |

E.     **Write a paragraph giving advice to your friends about why they need English.**

**Focus:**

| Skills  | Functions                            | Grammar/Structure     | Grammar/Structure           |
|---|--------------------------------------|-----------------------|-----------------------------|
| Discussing, reading for information, writing, | Giving reasons, writing a paragraph, | Adverbs of frequency, | ask for, employee, priority |

Lesson: 3

How to learn English

**Objectives :** By the end of the lesson you will have

- thought about how to learn English.
- read a passage on the necessity for learning English
- discussed some statements.
- written a letter of advice.

A.     **Think about how you yourself learn English. Jot down a few points quickly and then compare them with those of other students in your group.**

**Now check which of the following you do :**

- |                                |                                 |
|--------------------------------|---------------------------------|
| Talk with teachers / friends   | Write letters                   |
| Listen to the radio/television | Do grammar exercises            |
| Watch English films            | Read grammar books              |
| Read textbooks                 | Do translations                 |
| Read newspapers & magazines    | Memorise conversational English |

B.     **Read the following passage about how a new language can be learnt.**

Two friends, Raghib and Adeeb, wanted to learn how to ride a bicycle, Adeeb bought a book called "How to Ride a cycle" and started reading it. On the other hand, Raghib took out his bicycle on the street and started trying to ride it. He fell off several times and Adeeb laughed at him.

However, by the time Adeeb finished the first chapter of his book, Raghib was riding his cycle fairly well. Adeeb knew how the cycle worked but did not know how to use it from first-hand experience.

Learning a language is like riding a cycle. The most important thing about any language is communication. You learn to communicate effectively by using a language, by doing things with it and by experiencing it. You can learn English in the same way that Raghib learnt to ride a cycle. Don't worry if people laugh at you when you make mistakes. You can certainly learn through mistakes.

Now discuss the following questions in small groups.

- 1. Who is more practical among the two? How?
- 2. What was Adeeb's problem in learning to ride a cycle?
- 3. How is learning a language similar to riding a cycle?
- 4. What is the writer's attitude towards making mistakes? Are mistake tolerated in your English class? What about in other classes?

C. Discuss in pairs what you understand by the following statements.

You can learn to speak only by speaking.  
You can learn to speak only by listening.  
You can learn to speak only by reading.  
You can learn to speak only by writing.

D. Write a letter to your younger brother/sister/cousin giving some partial hints on how to improve his/her proficiency in English.

Focus:

| Skills                           | Functions     | Grammar/Structure                     | Vocabulary   |
|----------------------------------|---------------|---------------------------------------|--|
| reading,<br>writing,<br>speaking | giving advice | Present and past<br>simple, comparing | effectively, memorise,<br>experience (verb),<br>fairly |

Lesson: 4

Different learners, different ways

Objectives: By the end of the lesson you will have

- discussed several methods of learning English
- read some speeches about different ways of learning English
- used homonyms and homophones in your sentences
- written arguments for a statement you support

- A. There is no single right method of teaching a language. Similarly, there is no single right method of learning either. The way one learner learns may not be equally appropriate for another. In fact, different learners learn English in different ways.**

**Work in groups and discuss how learning methods may vary from person to person. Also try to guess why different people learn in different ways.**

- B. Read how each of the following speakers learn English.**

I learn English for my exams. I find English very difficult. I've to write everything down a lot of times or I forget it. : *Sadia*

I love studying English but I like speaking best. I try to have lots of conversations with people and that way I get real practice. : *Amina*

Listening is most important. I often listen to English on BBC and CNN programmes. I learn a lot from them. : *Tareq*

I always speak English with my friends. Maybe, my English isn't always correct but I'm not bothered about it. I hate reading grammar. : *Zakia*

Grammar's very important. I read all sorts of grammar and translation books. This helps me speak and write correct English. : *Zinnia*

My favourite activity's reading. I read all sorts of English books, newspapers, and magazines. I can internalise grammar and structures from my reading. : *Raghib*

**Now discuss the following questions in pairs.**

1. Which of the above ways of learning English do you follow yourself? Do they work? If so, how?
2. What do you think about learning grammar? Is grammar important for learning a language?
3. Which of the above ways are more modern and which are traditional?
4. How does reading help in learning a language?

- C. A word in English may have the same spelling and sound as another but is different in meaning. Such a word is called a homonym.**

e.g. What you're saying is absolutely right.  
Most people write with their right hands.

Again, a word may sound the same as another but is different in spelling, meaning or origin. e.g. ‘write’ and ‘right’ or ‘knew’ and ‘new’ are homophones.

In pairs write down 5 homonyms and 5 homophones and write sentences to show their differences in meaning.

D. Which of these statements do you support? Write a few sentences defending your stand.

It is essential that you never make any mistakes when learning English.  
It is better to practise English without too much attention on being correct all the time.  
If you are shy you will never learn English.

Focus:

| Skills                        | Functions                          | Grammar/Structure    | Vocabulary                             |
|-------------------------------|------------------------------------|----------------------|--|
| Discussion, reading, writing, | Understanding differences, arguing | Homonyms, homophones | vary, bother, internalise, traditional |

Lesson: 5

Dealing with grammar

Objectives : By the end of the lesson you will have

- discussed how you feel about learning grammar
- talked about ways of learning grammar
- listened to some learners’ views
- rewritten a speech
- compared Bangla and English sentence patterns

A. Discuss in pairs what you feel about studying grammar. Do you find it difficult or easy? Is it boring or interesting? Is it necessary or unnecessary for learning English?

Do you learn grammar rules first and then apply them in your speaking and writing? Or, do you discover grammatical rules and sentence patterns while reading and listening?

Now listen to what four foreign learners of English say about grammar. Take notes as you listen. After listening, discuss in pairs the following questions.

1. What do you understand by ‘discrete’ grammar and ‘contextualised’ grammar?
2. What is Yasmeen’s view of grammar?
3. Among the people giving their views, who do you think is a more meticulous learner?
4. Compare Maria and Jessica as language learners. Who do you agree with?

B. Listen to Jessica’s speech again and rewrite it using the reported speech.

C. The grammar of a language shows how words fall into certain patterns. For example, the grammar of English follows this basic pattern.

|  |
|--|
| Subject + verb + object / adverbial              |
| The cat sat on the mat.<br>Anwar enjoys reading. |

Is this pattern similar to its Bangla equivalent? If not, how is it different? Find out some other differences between English and Bangla sentence patterns.

Focus:

| Skills                             | Functions                           | Grammar/Structure | Vocabulary                           |
|------------------------------------|-------------------------------------|-------------------|--------------------------------------|
| Discussion, listening, note-taking | Note-taking, reporting, contrasting | Reported speech   | discrete, contextualised, get across |

Lesson: 6

Integrated skills development

Objectives: By the end of the lesson you will have

- discussed integration of skills
- read and discussed some tips for learning English
- converted the tips into suggestions
- changed some imperatives into polite requests
- written and signed a contract

**A     Imagine a situation where a person is talking on the phone and taking notes. Discuss in pairs and say what language skills s/he is using.**

**Describe a situation in which all the four skills of listening, speaking, reading and writing can be used simultaneously.**

**B     Read the following tips for learners of English.**

- 1        Help each other learn English.
- 2        Communicate in English as much and as long as possible.
- 3        Think why you need English and concentrate on studying what is most useful for you.
- 4        Read as much as possible every day.
- 5        Write at least one page of English every day.
- 6        Keep an organised notebook.
- 7        Listen to English (e.g. BBC English) every day.
- 8        Check your errors and keep a record of them.

**Now discuss with your partner what you think about these tips. Are they helpful? If so, how? What other things could you do to improve your English?**

**C     All the tips above are in the imperative form. Turn each of these imperatives into suggestions by using should/ought to / could / might etc.**  
e.g. You could help each other learn English.

**D     Read the following imperatives and change them into polite requests.**  
Repeat the point.  
Don't speak in Bangla.

**E     Suppose a friend and you would like to practise learning English together. Sit together and write out a contract between yourselves and sign it.**

**Focus:**

| Skills                       | Functions   | Grammar/Structure                                    | Vocabulary   |
|------------------------------|---|--|--|
| Discussion, reading, writing | Making suggestions & requests, writing a contract | Imperatives, use of modals in requests & suggestions | integration, simultaneously, concentrate, relax, organised |

Lesson 7

How well do I know my dictionary?

Objectives: By the end of the lesson you will have

- answered questions on your use of dictionaries
- answered questions on looking up information in a dictionary
- selected appropriate words in sentences

A Work in pairs and discuss.

- 1 How often do you use a dictionary?
- 2 Which dictionary do you use?
- 3 What information can you expect to find in a dictionary?

B A page taken from the LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH is given below. Look at the questions first and then find the answers from this dictionary text.

- 1 What abbreviations have been used for British English and American English? With which words have they been used? What part of speech is *heavy*? How does the dictionary indicate this?
- 2 The word *informal* written beside a word means that this expression is not used for formal situations. With which other words do you see this written?
- 3 How does the dictionary show you the different meanings of *heavy*?
- 4 How many idiomatic uses of *heavy* can you find? What are they?

|    |  |
|----|--|
| 1. | heavy/hevi/ <i>adj</i> heavier, heaviest   |
| 2. | ► WEIGHT ◄ weighing a lot: <i>I can't lift this case - it's too heavy. The baby seemed to be getting heavier and heavier in her arms, <b>how heavy</b> ? (= how much does it weigh) How heavy is the parcel? — opposite LIGHT (4)</i>  |
| 3  | A LOT a lot or in very large amounts: <i>The traffic was heavier than normal and I was late for work. <b>heavy rain/snow</b> flooding caused by heavy rain over the weekend/<b>heavy use/consumption</b> the film's heavy use of special effects.</i>  |
| 4  | <b>heavy smoker/drinker</b> someone who smokes a lot or drinks a lot of alcohol.   |
| 5  | ► SERIOUS/SEVERE ◄ serious or severe: heavy winter storms/a heavy burden of responsibility/ <b>heavy fine/penalty</b> heavy fines for possession of hard drug:/a heavy cold (= a very bad cold) She's in bed with a heavy cold. <b>heavy Josses</b> Most insurance, companies suffered heavy losses last year. |

- 5     ▶ **NEEDING PHYSICAL EFFORT** ◀ needing a lot of physical strength and effort: *heavy manual work*.
- 6     ▶ **NEEDING MENTAL EFFORT** ◀ not easy or entertaining and needing a lot of mental effort: *I want something to read on holiday- nothing too heavy*.
- 7     **heavy going** difficult to understanding or deal with: **find sth heavy going** *I found Balzac's books pretty heavy going*.
- 8     **be heavy on informal** to use a lot or too much of something: *The car's rather heavy on oil*.
- 9     **heavy schedule/timetable/day etc** one in which you have a lot to do in a short time : *I'd a heavy day at the office*.
- 10    **heavy sleeper** someone who does not wake easily.
- 11    heavy breathing that is slow and loud — see also **HEAVY BREATH**.
- 12    **make heavy weather of sth** *BrE* to make something that you are doing seem more difficult or complicated than it really is: *All Nick had to do was reorganize the files but he was making heavy weather of it*.
- 13    ▶ **CLOTHS ETC** ◀ clothes, jewellery, or shoes that are heavy are large, thick, and solid: *a heavy winter coat*.
- 14    ▶ **BODY/FACE** ◀ having a large, broad, or thick appearance that is unattractive: *a large, heavy-featured woman/* **heavy build** (a large broad body)
- 15    ▶ **WITH FORCE** ◀ hitting something or falling with a lot of force or weight: *the sound of heavy footsteps in the hail /Ali caught him with a heavy blow to the jaw*.
- 16    **heavy silence/atmosphere** a situation in which people feel sad, anxious, or embarrassed: *A heavy silence fell upon the room*.
- 17    ▶ **FOOD** ◀ solid and making your stomach feel full and uncomfortable: *a heavy meal/heavy fruitcake*.
- 18    ▶ **GROUND** ◀ a) soil that is heavy is thick and solid b) a sports ground or race track that is heavy is muddy: *The going is heavy at Epsom today*.
- 19    ▶ **SMELL** ◀ strong and usually sweet: **a heavy fragrance/be heavy with a scent/fragrance/smell** *The garden was heavy with the scent of summer*.
- 20    **be heavy with fruit/blossom etc** literary if trees are heavy with fruit etc they have a lot of fruit etc on them.

- 21     ▶ AIR ◀ unpleasantly warm and not at all fresh because there is no wind:  
*the damp heavy atmosphere of the rainforest.*
- 22     **with a heavy heart** literary feeling very sad : *It was with a heavy heart  
that Kate kissed her children goodbye.*
- 23     **heavy date** AmE *usually humorous* a very important DATE with a  
BOYFRIEND or GIRLFRIEND

**Use your dictionary to select the appropriate words for the following sentences.**

- 1       My father was **furious** / **ferocious** when he heard that I had lost his cycle.
- 2       There ere about 150 cows in the **dairy/diary** farm.
- 3       The sky was overshadowed/overcast with clouds.
- 4       The first floor of our house is **cool /cold** in summer and **warm/hot** in winter.
- 5       The singer sang a **melancholy/malicious** song.
- 6       The movie was so **hilarious/horrendous** that everyone was bending with laughter.
- 7       There was so much dust on the roads that I could hardly **breath/breathe**.

**Focus:**

| Skills                | Functions   | Grammar/Structure           | Vocabulary  |
|-----------------------|---|-----------------------------|---|
| Skimming,<br>scanning | Developing<br>dictionary skills,<br>understanding<br>meaning in context | Adjective, idiomatic<br>use | contemporary,<br>consumption,<br>penalty, sarcasm |

Unit Four: Pastimes

Lesson 1

Things we enjoy doing

**Objectives:** By the end of the lesson you will have

- filed in two grids with specific information
  - read a passage on leisure activities in other parts of the world
  - labeled pictures of different types of sports
  - written questions for given answers based on a reading passage
  - written a paragraph on common leisure activities
- 

**A**     **What do you usually do in your leisure time? Talk in pairs and list at least 3 activities.**

**B**     **Fill in the grid below with leisure activities that are commonly followed by men and women in villages and towns of Bangladesh. Are they the same? Write as many as you can think of.**

| Men   | Villages | Towns |
|-------|----------|-------|
|       |          |       |
| Women |          |       |

**C**     **What do you think people in other parts of the world do in their free time? Read the following passage and find out.**

The Chinese put a lot of emphasis on the unity of the family. In the cities, the parks are often crowded with families spending their time together. There are lots of nice, clean parks for people to spend their time in. Sometimes musicians and acrobats perform in the open air to entertain people who are present there. In the evening many families spend their free time watching television.

The Japanese love to take part in sports in their free time. Baseball, golf and martial arts such as judo and karate are specially popular with men Most students do not have much free time but during their holidays they join English clubs or art clubs They also love skate boarding which involves riding on a flat piece of wood that has wheels under it A lot of practice is needed to keep your balance on the board as it moves

In Canada recreational activities can be divided into two types summer and winter activities. Canada is a very cold country with snow everywhere in winter. Skiing is therefore a popular sport at that time and involves going down mountain slopes on a pair of skis. Snow boarding, which is very much like skateboarding, is also a favourite sport. The only difference between the two is that snow boarding is done on snow while skate boarding is done on concrete. In summer people love to go fishing, boating or swimming in places where there are large lakes are or see beaches. In other places, golf and tennis are quite popular. Many people also go hunting, hiking camping or bird-watching. Hiking involves going for very long walks in the mountains or in the countryside, For camping people go; sometimes with their families, to spend a few days in the mountains or open spaces away from the city. Camping sites usually provide facilities for food, sanitation and emergency medical services.

For the Germans leisure has become a major pursuit. Formerly, Germans used to work ten hours a day and six days a week and had very little time to relax. But in modern times working hours in Germany have become shorter stretching over five days. People therefore have more time to spare now. They are so interested in spending their free time effectively that there is even a German Leisure Association that conducts research on leisure activities. The Germans love to travel and almost half of all adults in Germany have made a trip outside the country just for pleasure and relaxation. There are also many sports centre; where young people go for physical exercise, going to dance clubs or for long drives are other popular pastimes. Hiking, walking or visiting family and friends are also some of the more common leisure activities there.

However, whatever the country, one activity that is common to all is - watching television!

**D** Now look, at the following illustrations and from your reading of this passage write the name of the pastime under it.



**E** You have read about a number of leisure activities in the passage above. Fill in the grid below with activities that are meant for (a) the young only, (b) for both young and old, (c) for families also.

| Type of activity | For young people only | For both young and old | For families also |
|------------------|-----------------------|------------------------|-------------------|
|                  |                       |                        |                   |

**F** Write questions for the following answers, taking help from the passage above.

- 1 The Chinese.
- 2 Baseball, golf and the martial arts.
- 3 No. In summer only.
- 4 In the mountains or in the countryside.
- 5 Ten hours a day, six days a week.
- 6 To sports centres.
- 7 Just for pleasure and relaxation.
- 8 Watching television.

**G** Identify a) the passive sentences, and b) the relative clauses in the passage.

**H** Now based on your reading and your ideas from Task A, write a paragraph describing common leisure pursuits of the young and old in Bangladesh.

**Focus:**

| Skills                     | Functions                       | Grammar/Structure                    | Vocabulary  |
|----------------------------|---------------------------------|--------------------------------------|---|
| Reading, writing, speaking | Sharing ideas, asking questions | Passive structures, relative clauses | emphasis, martial arts, pursuit, hiking, acrobats |

Lesson 2

Some unusual pastimes

**Objectives:** By the end of the lesson you will have

- classified pastimes
  - read two passages and answered questions based on them
  - inserted words in appropriate places
  - inserted articles in appropriate places
  - answered questions based on the texts
-

**A** Many pastimes around the world are common to people no matter what their nationality or race. But some are not. Look at the following list of activities. Which ones do you think are usual for Bangladeshis? Work in pairs and put a tick in the appropriate column beside it.

| Kinds of pastime      | very usual | not very usual | very unusual |
|-----------------------|------------|----------------|--------------|
| 1 Watching television |            |                |              |
| 2 Reading storybooks  |            |                |              |
| 3 Hunting             |            |                |              |
| 4 Collecting stamps   |            |                |              |
| 5 Cooking             |            |                |              |
| 6 Sightseeing         |            |                |              |
| 7 Bird-watching       |            |                |              |
| 8 Pot-planting        |            |                |              |
| 9 Gardening           |            |                |              |
| 10 Poultry-raising    |            |                |              |
| 11 Roller-skating     |            |                |              |
| 12 Playing badminton  |            |                |              |
| 13 Embroidering       |            |                |              |
| 14 Walking            |            |                |              |
| 15 Gossiping          |            |                |              |
| 16 Fishing            |            |                |              |
| 17 Painting pictures  |            |                |              |
| 18 Camping            |            |                |              |
| 19 Going on picnics   |            |                |              |
| 20 Writing poems      |            |                |              |

**B** The following section is about two unusual pastimes. Read about them.

In the first passage, there are some blanks. Fill in these blanks using the words given in the box after the text (a word may be used more than once).

**1 Bird-watching**

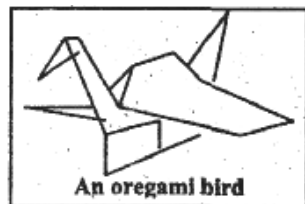
Bird-watching has been a favourite pastime for many nature lovers. People’s interest in birds goes way back into the past when some birds were actually worshipped as messengers of the gods in ancient Egyptian as well as in other cultures. Bird-watching these days is done for the fun of finding out more about our feathered friends and (1)\_\_\_\_\_ to our knowledge about them. In recent years birds have become the barometers of (2)\_\_\_\_\_ changes around us. Bird watchers have made important

(3)\_\_\_\_\_ towards providing information about which birds have (4)\_\_\_\_\_ from which areas or become extinct altogether; what factors are (5)\_\_\_\_\_towards their extinction; or what factors are having bad effects on their habitation. Bird watching requires a lot of (6)\_\_\_\_\_ and might cover days, months, or years, through summer or years, winter, heat or rain to observe the seasonal habits of birds. Real (7)\_\_\_\_\_ have even gone to (8)\_\_\_\_\_islands to observe birds. Bird-watching is quite well known in the western world now and many travel agencies can, also provide information on (9)\_\_\_\_\_ which are good for bird-watching.

|               |              |         |             |
|---------------|--------------|---------|-------------|
| ecological    | contributing | regions | vanished,   |
| contributions | perseverance | remote  | enthusiasts |

## 2 Oregami

The craft of folding paper to give them different shapes without any cutting or pasting is called Oregami. Although not much is known about its origin, Oregami has been practised in the Orient for centuries. In fact it has taken the form of sophisticated art) in Japan where it is specially prized for decorating and for ceremonies. As a form of decorative plaything, Oregami takes the form of birds, fish, insects, animals and geometrical figures, sometimes with flexible parts to imitate the movement of real life objects. In the west it was introduced first in Germany by Friedrich Frobel (1782-1852) as an art form to be used in German Kindergarten schools by children during the nineteenth century. During the 1930s, an interest in paper folding developed in Spain and South America as well as in the United States and England as a recreational pastime. It also gained popularity as a form of geometrical construction.



### **C Answer the following questions.**

1. What contributions have bird watchers made towards conservation of ecology?
2. How is bird-watching different from Oregami?
3. Is Oregami still practised in the Orient?
4. Why do people like Oregami?
5. Is there any handmade craft in Bangladesh that could be likened to Oregami?

### **D In pairs talk about a common handicraft of Bangladesh and then write a paragraph about it. (Think of its origin, the materials that are used, how it is made and what purpose it serves now or used to serve in the past).**

Focus :

| Skills                     | Functions  | Grammar/Structure  | Vocabulary  |
|----------------------------|--|--|---|
| Reading, speaking, writing | Classifying ideas, describing process, comparing | Present perfect tense, passive, articles, adjectives, used to + infinitive | ecological, vanished, perseverance, sophisticated, enthusiasts. |

Lesson 3

Through the lens

**Objectives:** By the end of the lesson you will have

- matched sentences in two columns
- inserted link words in a reading passage
- inserted sentences in the passage at appropriate places

- A
- We know what a camera is and several of us have used one to take photographs. Talk in pairs and tell each other about a recent event from your own experience when you or someone else was using a camera. What was the occasion? What kind of pictures were taken?
- B
- Match the guideline in Column A with their appropriate reason in Column B. Even if you do not have a camera, you can use your common sense to match the answers. Work in pairs/groups.

| Guidelines for taking better photographs.                        | Reasons  |
|--|--|
| 1. Hold the camera steady and squeeze the shutter button gently. | - Otherwise your subject will look dark.   |
| 2. Do not have your fingers or camera case in front of the lens. | - Because it makes the picture unattractive, e.g. objects like trees might look like growing out of somebody's head. |

|   |  |   |   |
|---|--|---|---|
| 3 | Have the sun or source of light behind you.                          | - | Or your picture will have hazy outlines.  |
| 4 | Do not take pictures in dim light unless there is a good flashlight. | - | It makes the photograph dark.   |
| 5 | Avoid unwanted background.   | - | Because it will block the view.   |
| 6 | Do not have people looking straight at the camera.                   | - | As it reflects on the pupil of the eye causing 'red eye' in which the eyes look red instead of black. |

C. Read the following text on photography. Complete it by inserting the words from the box in the blanks in the text.

|       |           |       |     |
|-------|-----------|-------|-----|
| these | sometimes | most  | but |
| which | in fact   | these |     |

In an automatic camera, the focus is already adjusted to let in the right amount of light. Light is a very important factor for photography. Professional photographers become experts in deciding what is the right angle and distance to take perfect photographs. (1) \_\_\_\_\_ photographs are posed. (2)\_\_\_\_\_ sometimes the subject or people are not ready. (3)\_\_\_\_\_are called candid photographs. In the 1830s, an English scientist William Henry Fox Talbot first introduced the light paper (4)\_\_\_\_\_ is used as negatives for taking pictures. (5) \_\_\_\_\_ can also be composed. It is now possible to take photographs of moving objects as well. A movie camera actually takes many still pictures every second. (6) \_\_\_\_\_ the fastest camera in the world produces 33,000 million pictures every second.

D The writer of the passage forgot to add the following sentences in the passage. Can you identify where they fit into the passage?

- a. The invention of automatic cameras has turned photography into almost child's play.
- b. Which means that the subject is made ready for a photograph.
- c. And they can be very interesting and amusing.
- d. But in 1826 when Joseph Nicephore Niepce, a French inventor took the first photograph, he used a metal photographic plate.
- e. This is done in magazines where different photographs are put together to produce special effects.
- f. Photography is gradually developing into a very sophisticated art.

E.     Photographs capture special moments of life. Think about one or two pictures in your own family and in pairs describe when and where they were taken and what was happening at that moment. Of possible bring the pictures to class). Then write a paragraph of about 100 words about the picture/s.

Focus :

| Skills                     | Functions                               | Grammar/Structure                           | Vocabulary                             |
|----------------------------|---|---|--|
| Intensive reading, writing | Giving reasons, describing past moments | Linking words, past continuous, simple past | candid, focus, composed, sophisticated |

Lesson 4

Plants for pleasure

Objectives: By the end of the lesson you will have

- discussed the steps in potting a plant
- read a passage on a special type of pot-planting
- written sentences to compare two types of pot-planting
- identified true and false information.

A     These days most people in cities do not have enough space for a garden. But there is always place for a pot plant. In fact growing plants in pots is a favourite pastime for many.

How much do you know of pot planting? Work in pairs. Tell your partner how you are going to pot a plant. You can use the following nouns and verbs to describe the procedure.

a drip tray (for water running out of the pot)

Place

clay or soil

compost

put in

mix

a pot

a plant (bought from the nursery in a polythene gab)

take out

spread

insert

water

pour

- B. We are used to the idea of keeping small plants in a pot. But have you ever thought of planting *trees* in a pot? It might sound incredible but planting trees in pots has been practised as an art since ancient times. It is called 'Bonsai'.**

**Read this passage about Bonsai and then answer the questions that follow. Underline the correct prepositions as you read.**

### **Bonsai**

Bonsai is the art of growing trees and other plants into/in small containers in such a way that it becomes the miniature of a real tree. A Bonsai tree may be 10 years old but have a height of one foot only. The art of Bonsai originated perhaps more than 1000 years ago in China. Early Japanese aristocrats also showed a fondness, **for/ in** Bonsai and contributed greatly to its development. Bonsai is different **with/from** normal pot-planting as it is considered an art form. A Bonsai tree is carefully shaped to remain small but still has the appearance of a large tree. It does not need large pots but small containers and not much of soil. A Bonsai container has holes in the bottom which are covered **by/ with** small nets so that the soil does not flow out with the water. The plant is then taken out **of/for** its' original pot and one-third of its root is cut **out/off**. It is then tied **to/with** the bottom of the pot with the help of wires. Soil is then spread out/over it to cover the container, but about an inch of the root is allowed to stay **above/on** the soil to enhance beauty. The soft branches of the plant are coiled **by/with** wires so that they are compelled to grow the way the planter wants them to grow. This allows the planter to give the tree a particular shape. A Bonsai plant is never allowed to grow too high. In fact Bonsai is classified in two ways- a) the style in which the branches are planted and shaped, and b) their sizes. Plants that are **below/under** 6 inches are called miniature, 6-12 inches: small, 12-24 inches: medium, and those more than 24 inches are called large. Almost all woody plants can be grown as bonsai. The art of Bonsai is now quite popular **at/in** many places of the world. For some people, it is not only an interesting pastime but also a moneymaker.



Which of the following sentences are *true* and which *are false*? Write T or F. If a sentence is false write the correct answer.

- a      Bonsai is a new form of pot-planting.
- b      A Bonsai plant may grow to a height often feet.
- c      Wires are used to force the plant to grow in a particular direction.
- d      There are holes at the bottom of a Bonsai container to allow extra water to flow out.
- e      A lot of soil is needed for Bonsai.
- f      All of the root is not put in the container.
- g      Beauty of shape is important for Bonsai pot planting.
- h      Only Japanese aristocrats are responsible for its development.
- i      Miniature Bonsai plants can be smaller than six inches.
- j      Some people not only grow Bonsai plants but also sell them.

C      In how many ways is Bonsai different from normal pot planting? Discuss in pairs and then write a paragraph giving at least five differences.

Focus:

| Skills                                 | Functions                                     | Grammar/Structure  | Vocabulary                                     |
|--|---|--|--|
| Speaking, intensive reading, , writing | Describing process, comparing and contrasting | Imperatives -and passives for describing a process, prepositions, 'but/however/on the other hand' for comparison | Miniature, aristocrat, fondness, coiled, woody |

Lesson 5

Under the banyan tree

Objectives: By the end of the lesson you will have

- read a short story
- answered questions based on the story.
- rewritten the story in your own English

A      Read the following extract from a story by R.K. Narayan.

The village Somal, nestling away in the forest tracts of Mempi, had a population of less than three hundred. It was a remote village cut off from the rest of the

world (the nearest bus stop was ten miles away); nevertheless the people of the village lived in a kind of perpetual enchantment. The enchanter was Nambi the storyteller. He was a man of about sixty or seventy — who could say! If any one asked Nambi what his age was, he referred to an ancient famine or an invasion or the building of a bridge and indicated how high he had stood from the ground at the time.

He was illiterate in the sense that the written word was a mystery to him; but he could make up a story, in his head, at the rate of one a month; each story took nearly ten days to narrate.

His home was the little temple at the very edge of the village. He spent most of the day in the shade of the banyan tree that spread out its branches in front of the temple. On the nights he had a story to tell, he lit a small lamp and placed it in a niche in the trunk of the banyan tree. Villagers, as they returned home in the evening, saw this, went home and said to their wives, "Now, now, hurry up with the dinner, the story teller is calling us." As the moon crept up behind the hillock, men, women, and children gathered under the banyan tree.

The storyteller would open the story with a question. He asked, "A thousand years, ago, a stone's throw in that direction, what do you think there was? It was not the weed-covered waste it is now. It was not the ash-pit it is now. It was the capital of the king..."

It was story building on an epic scale. The first day barely conveyed the setting of the tale, and Nambi's audience had no idea yet who would come into the story next. As the moon slipped behind the trees of Mempi forest, Nambi would say, "Now friends, the Goddess says this will do for the day." He would abruptly rise, go in, lie down and fall asleep long before the babble of the crowd ceased. The light in the niche would again be seen two or three days later, and again and again throughout the bright half of the month. On the day when the story ended, the whole crowd would go into the temple and pray before the goddess. By the time the next moon peeped over the hillock, Nambi was ready with another story. He never repeated the same story or brought in the same set of persons and the village folk considered Nambi a sort of miracle. They quoted his words of 'wisdom and lived in a kind of an elevated plane even though their daily life in all other respects was hard and drab.

And it had gone on for years and years. One moon, he lit the lamp in the tree. The audience came. The old man took his seat and began the story. "...when king Vikramaditya lived, his minister was..." He paused. He could not go beyond it. He made a fresh beginning and then again his words trailed off in a vague mumbling. "What has come over me?" he asked pathetically. "Am I tired? Wait a moment. I will tell you the story presently." Following this, there was utter silence. Eager faces waited patiently, but the story wouldn't come. Nambi sat staring at the ground bowing his head. When he looked up again all the people had gone

except his friend Mari. "Tomorrow I will make it up. Age, age it has come on me suddenly." He lit the lamp again in the niche the next flay. The crowd assembled under the banyan tree. Again the story wouldn't come. He struggled hard. He stammered. The audience rose without a word and went home.

The next moon he lit up the lamp in the niche again. The villagers as they returned home saw the light but only a handful turned up. Nambi insisted everyone must come the next day. He had a great story to tell. All night the people gathered. They were happy the storyteller had regained his powers. And Nambi started: " It is the goddess who gives the gifts, and it is she who takes them away. What is the lamp for when all the oil is gone? Goddess be thanked...These are my last words on this earth and this is my greatest story."

After that Nambi never spoke again. When he felt hungry he walked into any cottage as he had done before, silently sat down for food, and walked away the moment he had eaten. Beyond this he had hardly anything to demand of his fellow beings. The rest of his life was one great consummate silence. (Abridged from *Under the Banyan Tree* by R. K. Narayan)

B Now give brief answers to the fallowing questions.

- 1 What was the favourite pastime of the villagers of Mempi?
- 2 How did Nambi count his age?
- 3 How long were Nambi's stories?
- 4 How did Nambi inform the villagers that he was ready with a story to tell?
- 5 What was Nambi's method of telling the story?
- 6 Did his story-telling have any relationship with the moon?
- 7 What happened to Nambi suddenly? '
- 8 Choose the answer that seems most appropriate:  
Nambi's greatest story was '

- the realisation that everything depended on the will of the goddess;

- that there was no oil in the lamp in the temple;

- that he had lost his powers and would not be able to tell stories anymore.

C The banyan tree has a place in Bengali culture too. Discuss in groups and list some of the activities that take place under a banyan tree.

D Now rewrite the story in brief in your own words for someone who has not read it.

Focus:

| Skills                     | Functions                                | Grammar/Structure               | Vocabulary   |
|----------------------------|--|---------------------------------|--|
| Reading, writing, speaking | appreciating literary writing, narrating | Past tense for narrating events | perpetual enchantment, nestling, niche, trailed, vague, epic, abruptly, babble, mumbling, elevated plane |

## Unit Five: Personality Types

### Lesson 1

#### What is he like!

**Objectives:** By the end of the lesson you will have

- described the physical appearances of some people
  - written down the qualities of some people
  - identified a person from a given physical description
  - identified the different meanings of 'like'
  - written the description of a person
- 

**A** Look at the following pictures. Work in pairs. How would you describe the physical features of these persons?



**B** What qualities do you think are important for being a good student? Tick the ones that seem important to you. Which ones are physical qualities and which ones are personality traits? Make 2 lists.

|  |
|--|
| well-behaved, healthy, well-dressed, serious, quiet, naughty, lively, punctual, jolly, pot-bellied, hard-working, able to sing, - able to draw, short-haired, honest, good-looking, patient, tolerant, organised, reasonable, independent worker, group worker, fun-loving, imaginative, creative, tall, short, bald, fair-complexioned, clean-shaved, bearded, pleasant |
|--|

Can you think of any others? Are there any that a student should not be?

**C** Work in pairs and tell your partner to select appropriate adjectives to describe you from the list above. Do the same for your partner. Now exchange your lists and see if you agree with your partner's assessment of you.

**D**      **What qualities do you think are important for the following people? Fill in the following table taking help from the list above. Put in any other word that you think relevant.**

|              |  |
|--------------|--|
| a politician |  |
| a teacher    |  |
| a doctor     |  |
| a bus driver |  |
| a cook       |  |

**F**      **Read the following description of Mr Robertson and identify him from the pictures given after.**

Mr Robertson is a lawyer. He doesn't like people who talk too much. He himself prefers to speak very little. He doesn't have a beard but he has an enormous mousmehe of which he is very proud. He says it makes him look important. He has a snub nose and a square chin. He doesn't have a lot of hair on his head but he isn't bald either. His hair is not straight but curly. He is in his fifties and loves to ear. In fact trying out different types of food is one of his favourite hobbies. He is a serious person but sometimes he can make you laugh.



**F**      **What is the difference between the following questions?**

- 1      What does Mr Robertson look like?
- 2      What is Mr Robertson like?
- 3      What does Mr Robertson like?

**Find your answer from the passage above.**

**G**      **Match an answer in column B with a question in column A.**

| A                       | B                                  |
|-------------------------|------------------------------------|
| What is he like?        | - short and fat with a beard       |
| What does he look like? | - very clever but not very honest  |
| What does he like?      | - good-natured and very gentle     |
|                         | - tall, slim and dark-complexioned |
|                         | - eating biryani                   |
|                         | - watching cricket on TV           |

H     Now imagine your uncle has recently got married. Write a letter to your cousin who lives abroad and could not come to the wedding, describing your new aunt in much a way that your cousin gets a fairly good idea of what she is like (and NOT what she looks like).

**Focus:**

| Skills                               | Functions  | Grammar/Structure  | Vocabulary                          |
|--------------------------------------|--|--|-------------------------------------|
| Speaking, intensive reading, writing | Describing people’s appearance, describing personality | Structures with ‘like’, words describing appearance, personality | lively, pleasant, bald, snub-nosed, |

Lesson 2

Introverts and extroverts

Objectives: By the end of the lesson you will have

- identified similar types
- read a chart on self assessment
- written a description of an extrovert
- identified personality type from descriptions
- described a particular type of person

A     The following list consists of words which are used personalities. Which of the following are similar types?

timid, nervous, bold, dauntless, shy, courageous, self-confident,  
irresolute, cowardly, fearless, resolute.

B     Would you like to find out what type you are? Tick the sentences-that apply to you in the chart below.

| Assessment chart  |
|---|
| 1 You find it easy to tell jokes and tease your friends.                        |
| 2 You don’t mind singing in front of others even if you don’t know how to sing. |
| 3 You have no problems starting a conversation with strangers at a party.       |
| 4 You find it difficult to express your opinion on a subject.                   |
| 5 You prefer to keep sitting in a corner and watch others in a party.           |
| 6 You prefer listening to others talking instead of talking to them.            |
| 7 It is difficult for you to continue a discussion for a long time.             |

If your answer is 'yes' to items 1,2, 3, you are an extrovert. If it is 'yes' to 4, 5, 6, 7, you are an introvert. If your answer consists of 'yes' from both the sets then you are a mixture of both types.

**C      Read the following description of an *introvert***

Introverts and extroverts are particular types of personality. Introverts are usually shy. They don't like talking too much and starting a conversation. They are also not very noisy and prefer to stay quiet. They are not outgoing in nature and feel more comfortable in following people instead of taking the lead. They can also be loners sometimes and prefer to be by themselves instead of being in other people's company. An extrovert is just the opposite.

**Now guess what an extrovert would be like and write a description of an extrovert similar to the description you have just read.**

**D      Which ones of the adjectives in exercise A would you use for Introverts and which ones for extroverts?**

**E      Read the following descriptions of some persons and say whether they are introverts or extroverts. Explain why you think so. What do you think an opposite type might have done? Then compare your answer with your partner and see if s/he also thinks in the same way.**

**Farid** got on the bus to go to college. The bus was crowded as usual. The bus conductor pushed him aside and made rude remarks for standing in the way. Farid kept quiet. There was a seat beside him in which he planned to sit down as soon as it got empty but the moment it was vacant, another passenger pushed him rudely and grabbed the seat. Farid was extremely annoyed but simply moved away from the seat. "What's the point of arguing," he thought, "the seat is lost and there's no point in quarrelling about it now."

**Sohel** was going on a picnic with his friends. Many of his friends started dancing and singing on the bus but he kept sitting, smiling, and enjoying the scene. When they urged him to join them, he said, "I can't sing well. You'll laugh if I sing," he said. "We can't sing either, but it's fun Why don't you just give it a try? Besides nobody will notice if you sing in a group." They tried to convince him. But Soheli just couldn't bring himself to sing. He was too worried about what people would think.

**Fahima's** college wanted to introduce a debating club. So they gave her the responsibility of organising the club and finding out people who were interested in debating. Fahima happily agreed. She went around to every class when the teacher was not there and shouted, "We are having a debating club. Who wants to join? Give me your names now, or think over it, then let me know in two days. You will find me in the common room." One of her friends said: "Why don't you

just write it down and put it up on the notice board? You won't have to scream like this then." "Oh I don't mind screaming. People notice me more that way and it serves my purpose. If I put it up on the notice board, nobody will read it," replied Fahima.

**F**     **Work in pairs and tell your partner about any person you know who is one of the following personality types. Then write a paragraph (about 80 words) about this person. Include an incident that shows his/her personality type.**

- a) Quick-tempered     b) Impatient     c) Careless.

**Focus:**

| Skills                               | Functions                     | Grammar/Structure | Vocabulary                                |
|--------------------------------------|-------------------------------|-------------------|---|
| Intensive reading, writing, speaking | Identifying personality types | Adjectives        | loner, outgoing, quick-tempered, reckless |

Lesson 3

Strange personalities

**Objectives:** By the end of the lesson you will have

- discussed some unusual people
- read some instances of unusual behaviour
- answered questions based on the reading section
- answered a checklist on assessing your willpower

**A**     **Have you seen people performing incredible feats such as walking on fire without getting burnt? How do you think they manage to do it? Discuss in pairs. Which of the following sounds most probable to you?**

- a        They use meditation to control their bodies.
- b        They use some invisible medicine that does not burn their feet.
- c        They practise carefully how to walk on fire.
- d        They know some magic tricks.

**B** Some people have shown that the feeling of pain exists not in the body but in the mind. Read the following extracts.

In Parambanan in Indonesia, worshippers consider themselves to be possessed by gods. In this state they are able to drive needles through their cheeks and tongue without feeling any pain.

Fire-walkers in Polynesia believe themselves to be under the spell of a magical force called 'mana'. When they hold the hands of a spectator s/he also doesn't feel any pain.

Researchers think the secret lies in walking very fast and not to let the feet be in touch with fire for a long time to be burnt.

In the island of Bali, Indonesia, dancers meditate and make themselves go into a trance-like state. They can then pierce their bodies with daggers without drawing out any blood.

Some Buddhist monks have learnt the art of meditation to such an extent that they can actually make their body temperature rise high enough to make vapours come out of wet towels placed on their bodies.

Fakirs who practise Yoga learn to control their breathing to such an extent that their heart beats at only two beats a minute whereas a normal human heart beats 70-80 times per minute. They can then keep their heads buried in the ground for as long as, they want without breathing.

**Answer these questions based on the texts above.**

- 1 What do different people believe in when they perform incredible feats?
- 2 What unbelievable feats are the people in the text above able to perform?  
Write one sentence for each of them.

**Example:** *Polynesian fire-walkers are able to make a spectator also walk on fire.*

Are the following statements true or false?

- 1 Indonesian worshippers are very good at keeping their heads buried under the ground.
- 2 Yoga is considered a good exercise for controlling breathing.
- 3 Researchers do not think magic is the secret of walking on fire.
- 4 Buddhist monks drive needles through their cheeks.
- 5 Both Indonesian and Polynesian fire — walkers believe in the powers of the supernatural.
- 6 These strange practices prove that the feeling of pain can be controlled and ignored.
- 7 All dancers of Bali can pierce their bodies with daggers.
- 8 Polynesian fire-walkers teach the spectators how to use magic.

C **Test yourself: Now much power do you think you have over your mind? (It is amazing how little people know about themselves). Find out about yourself by ticking an appropriate answer to the questions below.**

|   | Yes | No | Sometimes | Never |
|---|-----|----|-----------|-------|
| 1 Have you ever felt like screaming but managed to appear very calm?                    |     |    |           |       |
| 2 Do you start crying when you see other people crying?                                 |     |    |           |       |
| 3 Do you raise your voice when you get angry?   |     |    |           |       |
| 4 When you feel hot do you think you must switch on the fan?                            |     |    |           |       |
| 5 Can you manage not to think about food when you are hungry?                           |     |    |           |       |
| 6 Do you think you must take medicine when you are feeling any pain?                    |     |    |           |       |
| 7 Can you manage to stay awake for work even when you are very sleepy?                  |     |    |           |       |
| 8 Can you manage to sit at the writing table studying for hours together?               |     |    |           |       |
| 9 Can you manage to appear calm even when you have a strong urge to burst out laughing? |     |    |           |       |

If your answer is ‘yes’ to questions 1,5,7,8,9 and ‘never’ to questions 2,3,4,6, you have quite a strong willpower. Now work in pairs and compare your responses with your partner.

**Focus:**

| Skills                     | Functions          | Grammar/Structure | Vocabulary                                    |
|----------------------------|--------------------|-------------------|---|
| Speaking, reading, writing | Expressing ability | To + verb         | possessed, trance, drive, vapours, incredible |

**Lesson 4**  
**People I live with**

**Objectives:** By the end of the lesson you will have

- prepared a list
- matched personality types with pictures
- identified verbs with -ing after think, like, love, prefer
- discussed different types of people
- written a paragraph on your dream character
- identified sentences with negative meanings

**A**     **What are the things you would like to have in life to be happy? Make a list. Now compare your list with your partner. Are there things in common?**

**B**     **Now look at the following pictures. Match each picture with a description.**



1     I don't like people who are untidy. They make me feel very uneasy. I prefer wearing clean, ironed clothes. And leading a punctual life is very important for

me. People who are not punctual create problems not only for themselves but for others as well. I don't like people who keep me waiting. I think those who are untidy in their lifestyle, are disorganised in their thoughts as well. I don't think such people can be good administrators.

2 My name is Simon Handen. I don't like being too prim and proper. People should be able to relax if they want to enjoy life. Those who are too worried about looking perfect all the time cannot relax. I like wearing casual dresses and being flexible in life. However being punctual with appointments is important because it affects others as well.


3 My name is Francis Kohl. I like living a carefree life. I think working in offices is too tiring. It's like being in a cage. I prefer doing what I like even though that means not having much money. I think feeling free is important for creativity. I love painting and listening to music. I have sold quite a number of my paintings and that has provided me with enough money to survive. I think having a wife and children means too much responsibility. I am better off without them.

We use ‘-ing’ with a verb when it is used after *think, like, love, prefer*. Underline the sentences in the above passage which have this structure.

C Look at the following descriptions of some persons. Which attributes do you consider positive and which ones negative in each of them?

not too serious

quick-tempered



childish

talkative

compromising

irresponsible

A

intelligent


reliable

quiet

stubborn

reserved

dominating



B

serious

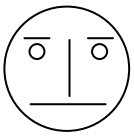
simple

reliable

shy

very mature

compromising



C

D



My dream character

D Write down the qualities that you like in a person, around figure D.

Now write a paragraph about figure D describing why you like this kind of person. You can begin like this: *I like people who are intelligent because.....*

**E      Read the following sentences. Which ones have a negative meaning? Which word in the sentence makes it negative?**

- 1      My friend is a very clever person.
- 2      Our new messenger is too clever to be trusted.
- 3      He is too serious for the job.
- 4      He is a very serious person.
- 5      My uncle is too much interested in band music.
- 6      My uncle is very much interested in band music. N

**F      Identify the sentences with negative meanings in exercise B.**

**G      Work in pairs and find out what your partner does when he/she is very angry or very sad. Then change partners and tell your new partner what your previous partner told you.**

Focus:

| Skills                     | Functions                    | Grammar/Structure                    | Vocabulary   |
|----------------------------|------------------------------|--------------------------------------|--|
| Speaking, reading, writing | Describing people, reporting | Use of ‘too’ as a negative attribute | Untidy, uneasy, compromising, stubborn, disorganised |

Lesson 5

How assertive are you?

**Objectives :** By the end of the lesson you will have

- discussed what to say in a given situation
- selected possible responses
- discussed possible responses to possible situations
- matched opposite types of personalities
- written a dialogue for a given story

**A      Imagine that you have gone to visit a friend and his/her mother has offered you a new dish that she has cooked. She wants to know what you think of it. But you don’t really like the taste. What would you say to her? Discuss in pairs.**

**B      What would you do in the following situations? Select the response you think is more appropriate. Then compare your answer with your partner.**

- 1 *You are at a party and the host is insisting that you take more food, but it is impossible for you to eat anymore, because you are full.*
  - a "I'm very sorry but it's really impossible for me to eat any more.
  - b "No, thank you. I've finished eating."
  - c Say nothing but leave the table.
  
- 2 *Your next door neighbours are playing very loud music and it is getting very difficult for you to study.*
  - a You go to them and say, "Excuse me, could you please turn the volume down a bit? I can't study."
  - b You go to them and say, "Do you have any idea how loud that music is! You should have some consideration for others."
  - c You don't do anything but quietly suffer.
  
- 3 *Your uncle wants to buy you a new dress because he loves you very much but you don't like the colour at all that he is selecting.*
  - a You tell him, "I don't like that colour. Could you please look for another colour?"
  - b You say, "Maybe we can buy it another day."
  - c You simply stand by and let your uncle buy what he likes.
  
- 4 *Your class is making plans to go on a picnic but the amount of money they have decided per person is too much for you to pay.*
  - a You say, "This is too much for me. I can't pay so much,"
  - b You say, "Let's go somewhere less expensive."
  - c You say, "I have problems, I won't be able to go I'm sorry."
  - d You don't say anything. You feel annoyed and decide not to join.

**Are any of the responses above Impolite? If so, which ones?**

**If your choice is mostly C or D in all the above situations then you are not assertive at all. It might be useful if you could try to express your opinion more.**

**Do you have any other suggestions for the above situations? Write them down and then compare them with your partner.**

**C Work in pairs and share your ideas about what you would do in the following situations. Give reasons for your answers.**

- 1 After your HSC your guardian wants you to study a subject that you are not very interested in.
- 2 You are standing in a queue and you see some people joining in the middle instead of at the end.
- 3 You sent some clothes to the laundry and you find a shirt with a burn mark.
- 4 You are ready to go to a dinner party when some guests you have not seen for a long time, drop in for a visit.

**D** Look at the following list of adjectives that go with different types of assertiveness. Match them with their opposite types in column B. (Use a dictionary if you are not sure about the meaning).

| A  | B   |
|--|---|
| aggressive, direct, forceful, outspoken. confident, stubborn, hostile, quarrelsome, dominating | timid, shy, modest, indirect, flexible, compromising, hesitant, nervous, reserved |

Which ones of the qualities in columns A and B are positive and which ones are negative?

**E** The following story is an example of assertiveness in an interesting sort of way. Read it and then rewrite it in the form of a dialogue.

A cook once roasted a duck for his master. The roast looked so delicious that the cook couldn't resist the temptation and ate up one of the drumsticks. When his master sat down to eat he quickly noticed the missing leg and asked what had happened to the other leg. The cook told him that the duck had one leg only. The master was not to be fooled. He said that there was no such thing as a one-legged duck. The cook insisted that this duck had only one leg. The master was very annoyed with the stubbornness of the cook and threatened to fire him from his job. Right at that moment the cook looked out of the window and saw some ducks resting outside in the courtyard. One of the ducks was standing on one leg and had the other leg folded inside. He drew the attention of his master and showed him that some ducks did indeed have one leg. The master clapped his hands loudly which startled the duck. It put down its other leg as well and ran off. The master looked at the cook. The cook replied quietly that his, master was right after all if he had known this trick he would have clapped his hands too before cooking to bring out the other leg. The master was very amused by the ready wit of the cook and said that he would forgive him this time because it was the first time. But he did not want to see any more one-legged ducks on his table in future.

**Focus:**

| Skills                     | Functions            | Grammar/Structure | Vocabulary   |
|----------------------------|----------------------|-------------------|--|
| Speaking, reading, writing | Expressing attitudes | Direct speech     | aggressive, outspoken, hostile, timid, hesitant, startled, wit, amused |

## Lesson 6

### Jerry

**Objectives:** By the end of the lesson you will have

- read an extract from a short story
  - matched words with their possible meanings
  - answered comprehension questions based on a text
- 

**A**     **Read the following extract from “A Mother in Mannville”, a short story by Marjorie Kinnan Rawlings. It is a story about a boy who was about twelve years old and lived in an orphanage. The story is narrated by the novelist who went to live in the mountains near the orphanage for a short time and was very impressed with the little boy’s character.**

His name was Jerry; he had been at the orphanage since he was four. I could picture him at four, with the same grave gray-blue eyes and the same-independence? No, the word that comes to me is “integrity.” It is embedded on courage, but it is more than brave. It is honest, but it is more than honesty.

The axe handle broke one day. Jerry said the orphanage woodshop would repair it. I brought money to pay for the job and he refused it. “I’ll pay for it,” he said, “I brought the axe down careless.”

“But no one hits accurately every time,” I told him.-”The fault was in the handle.”

It was only then that he would take the money. He was standing back of his own carelessness. He was a freewill agent and he chose to do careful work; and if he failed, he took the responsibility without subterfuge.

And he did for me the unnecessary thing, the gracious thing that we find done only by the great of heart. Things no training can teach, for they are done on the instant, with no predicated experience. He found a cubbyhole beside the fireplace that I had not noticed. There, of his own accord, he put wood, so that I might always have dry fire material ready in case of sudden wet weather. A stone was loose in the rough walk to the cabin. He dug a deeper hole and steadied it, although he came, himself, by a shortcut over the bank.

I found that when I tried to return his thoughtfulness with such things as candy and apples, he was wordless. “Thank you” was, perhaps, an expression for which he had had no use, for his courtesy was instinctive. He only looked at the gift and at me, and a curtain lifted, so that I saw deeper into the clear well of his eyes; and gratitude was there, and affection, soft over the firm granite of his character.

**B      Answer the following questions by sharing ideas with your partner.**

1      What do you think the following words mean? Match a word with its possible meaning in the text.

| Word             | Meaning                               |
|------------------|---------------------------------------|
| gracious         | -held firmly and deeply               |
| subterfuge       | -a dishonest explanation              |
| cubbyhole        | -firmly held in a particular position |
| steadied granite | -a place used for storing things      |
| embedded.        | -polite, kind and generous behaviour  |
|                  | -very hard rock                       |

- 2      From your reading of the extract, how would you describe Jerry’s character? Give reasons for your answer.
- 3      Underline any metaphors and similes in the text.
- 4      Do you think the author likes Jerry? Give reasons for your answer.
- 5      Make a list of the adjectives that the author uses to describe Jerry. Add at least
- 3      more adjectives not used in the text to your list, explaining why you have chosen them.

**C      Write True or False beside the following statements. If a statement is false, give the correct answer.**

- a      Jerry had been living in the orphanage for about eight years.
- b      Jerry did not take the money for repairing the axe handle.
- e      Jerry thought it was his fault that the axe handle was broken.
- d      Jerry made a big hole in the path to the cabin.
- e      Jerry was a careful worker.
- f      The author lived in the orphanage.
- g      Jerry did things for the author because he wanted candies and apples.
- h      Jerry was never grateful when the author gave him a gift.
- i      Jerry had a strong character.
- j      Jerry liked the author

**Focus :**

| Skills                      | Functions  | Grammar/Structure                     | Vocabulary   |
|-----------------------------|--|---------------------------------------|--|
| Intensive reading. speaking | Describing character, inferencing, silting out correct information | Adjectives, past tense for narratives | granite, embedded, subterfuge, cubbyhole, gracious, steadied |

Unit Six: Our Environment

Lesson 1

The environment and the ecosystem

- Objectives:** By the end of the lesson you will have
- thought about and discussed the environment
  - read a passage about the environment and the ecosystem and completed a table
  - made a poster giving advice

**A**     **Discuss In pairs what you know about the environment. Then read the following part of a text from a recent geographical magazine. Discuss with a partner what ‘ecosystem’ and ecology’ mean.**

Humans are only one factor in the ecosystem the ecology. but it is mainly responsible for the changes in the ecology. When the harmony between the elements of the environment is disturbed, life becomes difficult or sometimes impossible.

**Now draw a table like the one below. Write down as many elements of the ecosystem as you can think of in the left-hand column. Then write down examples of how those elements arc being changed in the middle column. Finally write down the consequences of the changes in the right-hand column.**

The Ecosystem

| Elements | Changes          | Consequences    |
|----------|------------------|-----------------|
| Forests  | destroyed by man | erosion of soil |
| Rivers   | .....            | .....           |
| .....    | .....            | .....           |
| .....    | .....            | .....           |
| .....    | .....            | .....           |

**B**     **Now rest of the text to learn more about the environment and the ecosystem.**

The environment refers to the air, water and land in which people, animals, and plants live. So human beings, animals, plants, air, water and soil are the main elements of the environment. The natural forces such as storms, cyclones and earthquakes are also a part of this environment. Climate is thus a condition of the environment.

All things that make up the environment are interrelated. The way in which people, animals and plants are related to each other and to their surroundings is known as ecology. The ecosystem is a complex web that links animals, plants and every other life form in the biosphere. All these things hang together. The system is in a steady state of dynamic balance which means that by altering any one part of the web you can affect all the other parts. For example, the destruction of forests may have serious ecological consequences on humans and animals.

It is the responsibility of human beings to prevent the environment from being spoilt. To make life healthy and comfortable we should keep the environment clean and danger-free. But often people spoil the environment by doing unwise things and, as a result, endanger their own lives. It is the ecological imbalance that causes changes in the world’s climate and brings about different kinds of natural disasters.

**Now discuss the following questions in pairs.**

- 1      What elements make up the environment?
- 2      How are the elements interrelated?
- 3      What do you understand by ecological balance? Is the ecological balance in our country satisfactory?

**C      Discuss in groups what we should and should not do to protect our environment. Make a poster for people in your area giving advice about protecting the environment.**

**Focus :**

| Skills                             | Functions  | Grammar/Structure                            | Vocabulary  |
|------------------------------------|--|--|---|
| Discussion, reading, poster-making | Completing a table, expressing obligations, giving advice, making a poster | Relative clause introduced by who/which/that | ecology, ecosystem, biosphere, dynamic, imbalance, endanger |

**Lesson 2**

**How the environment is polluted**

Objectives: By the end of the lesson you will have

- read two passages about environmental pollution
  - discussed some pollution-related questions
  - designed a questionnaire
-

- A** Highway construction, mills and factories, and use of motor vehicles are signs of development. But they can sometimes have negative effects on our environment. Work in pairs and discuss what the following picture shows.



**How is the quality of air in your area? Write 3—5 adjectives to describe it.**

- B** Now read the following passage to learn how air gets polluted.

The world is producing millions of tons of domestic rubbish and toxic industrial waste each year, and it is becoming increasingly difficult to find suitable locations to get rid of all the refuse. The disposal of various kinds of waste is seriously polluting the environment. We know that air is an important element of our environment and our air is polluted by smoke. Man makes fires to cook food, make bricks, melt tar for road construction and to do many other things. Fires create smoke and pollute the air. Railway engines and powerhouses create smoke by burning coal and oil. Mills and factories also belch a lot of smoke. Buses, trucks and cars use petrol and diesel oil. These too emit smoke. All these kinds of smoke pollute the air.

**Now discuss in small groups the following questions.**

- 1 Why is it difficult to dispose of waste?
- 2 In how many ways can smoke be created?
- 3 What do you think is the main cause of air pollution in the area where you live?

- C** Water pollution is another problem the world faces. Now read another passage to see how water is polluted.

Water, another vital element of the environment, is also polluted in different ways. Man pollutes water by throwing waste into it. Farmers use chemical fertilizers and insecticides in their fields. When rain and floods wash away some of these chemicals, they get mixed with water in rivers, canals and ponds. Mills and factories also throw their poisonous chemicals and waste products into rivers and canals and thus pollute the water. Water vehicles also pollute rivers by dumping oil, food waste and human waste into them. Insanitary latrines and

unsafe drains standing on river and canal banks arc also responsible for further pollution. Thus water is contaminated by various kinds of waste and filth.

**Now discuss the following questions in small groups.**

- 1        How do mills and factories pollute water?
- 2        How is water polluted in your locality?
- 3        How can we minimise water pollution?

**D        Complete the following passage by using suitable words in the gaps.**

Air and water are two of the important \_\_\_\_\_ of the environment. These elements are often in various ways. Air is polluted by \_\_\_\_\_, and water is polluted by different kinds of \_\_\_\_\_ and filth. If we want to live a \_\_\_\_\_ life, we should \_\_\_\_\_ the pollution of the environment. Total prevention may be \_\_\_\_\_ but we can certainly \_\_\_\_\_ pollution by raising \_\_\_\_\_among the people.

**F        In groups prepare a questionnaire to had out that kind of environmental problems there are in your locality..**

**Focus :**

| Skills   | Functions   | Grammar/Structure                   | Vocabulary  |
|--|---|-------------------------------------|---|
| Discussing, reading for comprehension, writing a questionnaire | Discussing state of things, gap-filling, asking questions, making a questionnaire | Simple present tense, passive voice | refuse, insecticides, filth, insanitary, belch, emit, get rid of, contaminate |

**Lesson 3**

**The world is getting warmer**

**Objectives:** By the end of the lesson you will have

- Rend a about global warming
  - discussed the effects of global warning
  - designed a poster
-

**A In pairs name some of the natural disasters that occur in Bangladesh.**

**B Read the following passage about global warming, and about its causes and effects.**

In recent years, there have been many alarming reports that the world's climate is undergoing a significant change. All these reports provide strong evidence that world temperatures are increasing day by day. This increase in global warming is caused by increased amounts of carbon dioxide around the earth. Most climatologists believe that the *greenhouse effect* is the likely cause of this global warming.

What is the **greenhouse effect**? It is the gradual warming of the air surrounding the earth as a result of heat being trapped by environmental pollution. This is exemplified by the destruction and burning down of tropical rain forests, by traffic that clogs up city streets, by the rapid growth of industry, the use of chlorofluorocarbons (CFCs) in packaging and manufacturing commercial products, the use of detergents Such as washing powder and washing-up liquid and so on. The oceans are also said to be affected both because of human waste and because of pollution caused by industrial waste products, oil seeping from damaged supertankers and from other maritime disasters. However, the main culprits for global warming are carbon dioxide gas, produced by the burning of fossil fuels and forests, and pollutants such as methane and chlorofluorocarbons.

Climatologists predict that midway through the next century, temperatures may have risen by as much as 4°C. This could catastrophically reduce mankind's ability to grow food, destroy or severely damage wildlife and wilderness, raise sea levels and thereby flood coastal areas and farmland. The alarming news about Bangladesh is that as a result of the rise of the sea level, the lower southern part of the country may one day go under water,

**Now discuss in pairs the following questions.**

- 1 What 'do you understand by 'global warming'?
- 2 How does global warming affect wildlife and wilderness?
- 3 How is deforestation related to the greenhouse effect?

**C Use the appropriate forms of the given words to complete the following sentences.**

global, pollutant, disaster, destruction, industrial

- 1 Global warming may have a \_\_\_\_\_ effect on life.
- 2 Environmental pollution is a big problem of developed countries.
- 3 This problem should be addressed \_\_\_\_\_
- 4 \_\_\_\_\_ water is very bad for health.
- 5 The greenhouse effect is a \_\_\_\_\_ phenomenon.

**D** In groups, plan and design a poster warning people about the dangers of environmental pollution.

**Focus :**

| Skills                     | Functions                       | Grammar/Structure                 | Vocabulary   |
|----------------------------|---------------------------------|-----------------------------------|--|
| Speaking, reading, writing | Gap-filling, designing a poster | Noun clause beginning with ‘that’ | clog up, detergent, maritime, pollutant, climatologist, wilderness, catastrophically |

Lesson 4

Let’s not be cruel to them

**Objectives:** By the end of the lesson you will have

- discussed some newspaper headlines
- read and discussed a passage on wildlife
- written art informal letter of advice

**A** Discuss in pairs the following newspaper headlines and comment on them.

Our Wild life disappearing

Country under threat: water level rising

Ban on animal poaching

Wildlife act violated

Circus animals maltreated

**B** Read the following passage about what is happening to our wildlife.

Humans, animals, and plants are all important elements of the natural environment. But humans are cruelly destroying plants and animals and thereby creating a danger for us all. The destruction of forests and other habitats is causing the extinction of various plants and animals every day. These losses are particularly severe in the areas of tropical forests which cover only 7% of the surface of the globe, but which provide the living space for between 50% and 80% of all our wildlife. Many wild animals and birds such as pandas, bears, tigers, alligators, whales, wolves, eagles, falcons, kites and buzzards are faded with the threat of extinction today. Their decline has been accelerated by the destruction of

their feeding and nesting places, by the collection of eggs, and above all by the widespread use of chemicals and pesticides which enter their food chains leading to sterility and mass deaths. Hunting of birds and animals is another cause of their extinction. Men kill birds for food and feathers, hunt big cats to make fur coats and slaughter alligators and other reptiles for shoes and bags. In addition, whale-hunting has also drastically reduced the number of blue whales in the Atlantic ocean.

We know that all species are important for maintaining ecological balance. If one is lost, the whole natural environment changes. In order to protect the environment from being spoilt, we should therefore protect our wildlife. The good news is that many countries are now taking action to protect their endangered wildlife. George Laycock, author of several books on wildlife writes: “Mankind must develop a concern for wild creatures and a determination that these wild species will not perish.” We should save the earth’s wild creatures to save ourselves. To be kind to animals is to be kind to mankind.

**Now discuss in small groups the following questions and write the answers.**

- 1
- Write an appropriate heading for the first paragraph of the passage.
- 2
- What is the relationship between plants and animals?
- 3
- What benefits do animals provide for human beings?
- 4
- What can we do in Bangladesh to protect our own suggestions.

**C Match the verbs in column A with the definitions in column B.**

| A             | B   |
|---------------|---|
| 1 provide for | a kill animals in large numbers           |
| 2 ached crate | b make something happen                   |
| 3 slaughter   | c keep someone/something safe from damage |
| 4 reduce      | d give someone the things they need       |
| 5 protect     | e make something faster                   |
| 6 cause       | f make something smaller                  |

**D You have heard that a friend of yours Is interested in bird4rnnting. Write a letter to him advising him to give this up.**

**Focus :**

| Skills                                | Functions   | Grammar/Structure                        | Vocabulary  |
|---------------------------------------|---|--|---|
| Discussion, reading, writing a letter | Giving advice, matching information, writing a letter of advice | Present tense, modal verbs —should, must | extinction, accelerate, slaughter, pesticide, habitat, sterility, wildlife. |

Lesson 5

Beware of pollution!

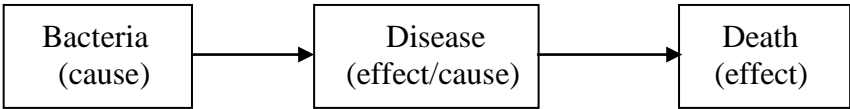
**Objectives:** By the end of the lesson you will have

- read a paragraph dealing with cause and effect
- looked at the organisation of the paragraph
- written a similar paragraph

**A** Discuss in pairs what you understand by ‘cause’ and ‘effect’. Look at the words in the following box and find out with your partner which causes which. e.g. rainfall causes floods.

|          |               |               |
|----------|---------------|---------------|
| bacteria | deaths        | obesity       |
| rainfall | drought       | loss of crops |
| disease  | high calories | famine        |
| floods   | erosion       | bad crops     |

Notice that sometimes the effect is itself the cause of something else. For example, *bacteria* causes *disease* which causes *death*. Here disease is both a cause and an effect as shown in the following diagram.



**B** Draw a table other than the like the following. Write S causes in the first column, using words ones given in Task A. Then ask your partner to write in their effects.

| Cause | Effect |
|-------|--------|
|       |        |
|       |        |
|       |        |
|       |        |
|       |        |

**C** Read the following paragraph about the causes and effects of pollution.

Every year millions of people all over the world die unnecessarily as a result of pollution. These unfortunate and avoidable deaths are brought about by four specific factors. Firstly, air pollution from factories, burning trash, and vehicle fumes cause pneumonia, bronchitis and other respiratory diseases. Then, water pollution from industrial discharge. the indiscriminate disposal of toxic chemicals,

and the dumping of human waste into rivers and canals causes poisoning and water-borne diseases such as cholera and diarrhoea. The next factor is the noise pollution from vehicle horns and microphones that might cause aggression and damage hearing. And finally, odour pollution from dumped or untreated human waste causes serious discomfort to our sense of smell, and attracts disease-bearing creatures such as rats and flies. We should take determined action to control these problems and clean up the environment to avert these unnecessary diseases.

Now discuss in pairs the following questions.

- 1
- What is the most serious source of pollution in your own locality?
- 2
- Which types of pollution are easiest to prevent? Which are the most difficult? Why?

D Now look at how the paragraph is organised. Answer the following questions.

- 1
- What is the function of the first sentence?
- 2
- What is the function of the second sentence?
- 3
- How many causes are mentioned?
- 4
- How are the developing sentences in this paragraph linked with each other?
- 5
- How does the paragraph end?

E Write a paragraph on air pollution. Remember that “air pollution” is the effect which should be stated first. Then mention the causes of air pollution in the middle of your paragraph. Bring the paragraph to a logical end.

Focus :

| Skills                                   | Functions  | Grammar/Structure                   | Vocabulary  |
|--|--|-------------------------------------|---|
| Discussion, reading, writing a paragraph | Expressing cause & effect, understanding paragraph development | Simple present tense, passive voice | trash, dump, aggression, odour, avert, indiscriminate |

Lesson 6

Forests should stay

Objectives: By the end of the lesson you will have

- listened to a passage on the utility and destruction of forests
  - discussed the main ideas of the passage
  - completed a paragraph
-

- A** Work in pairs. Name some forests in Bangladesh and say where they are located. Discuss with your partner and write down at least three points about the utility of forests.
- B** You are going to listen to the first part of a talk on the importance of forests. After listening, check whether any of your points made in Task A. have been mentioned in the passage. If not, add the ones that are mentioned in the talk.
- C** Now discuss in pairs why people are destroying forests throughout the world. Then listen to the second part of the talk on the destruction of forests. Did you have the same points? Add any new ones that you have heard to your list.
- D** Write 2-3 sentences in your own words about what will happen if there are no forests in the world.
- E** Now look at the words in the box below and tick those that are mentioned in the listening text.

|                |             |           |
|----------------|-------------|-----------|
| hypertension   | rainforest  | smallpox  |
| deforestation  | ecology     | wood pulp |
| global warming | paracetamol | quinine   |

- F** Listen to the passage again and say whether the following statements are true or false.

- 1 Forests help humans in various ways.
- 2 All American drugs come from rainforest plants.
- 3 Quinine comes from vegetables.
- 4 The snakeroot plant is used to treat high blood pressure. . - .
- 5 No rainforest has been burnt down in Africa. . -
- 6 Rainforests absorb carbon dioxide.
- 7 Deforestation may bring about the greenhouse effect.

- G** Now complete the paragraph below by using an appropriate word in each blank.

If we \_\_\_\_\_ forests and \_\_\_\_\_ down trees, the effects might eventually \_\_\_\_\_ us all. If forests \_\_\_\_\_ into desert wastes, what will . \_\_\_\_\_ carbon dioxide? Then the weather pattern will \_\_\_\_\_ and the world will become \_\_\_\_\_. This is called the greenhouse \_\_\_\_\_. If forests go, the heat of the sun will be \_\_\_\_\_ inside the atmosphere. As a result, the polar ice caps will \_\_\_\_\_ and this will cause the \_\_\_\_\_ of huge areas of the globe.

Focus :

| Skills   | Functions              | Grammar/Structure   | Vocabulary   |
|--|------------------------|---|--|
| Discussion, listening for specific information, completing a paragraph | Expressing probability | Present continuous tense, passive voice, first conditionals | medicinal, hypertension, deforestation, trap, wood pulp, iceberg |

Lesson 7

How to manage waste

Objectives: By the end of the lesson you will have

- read a passage about waste management
- discussed the main ideas of the passage
- written a letter to the editor of a newspaper

A     **Think about how much waste your family produces every day. Make a list of the things you usually throw away. Where do you throw them?**

B     **Now read the following passage about waste management and fill in the blanks with appropriate words.**

Waste or rubbish is what we throw away every day. It includes everything from unwanted old cars to cigarette packets. As the amount of waste has grown rapidly all over the world and has started polluting the environment, time has come to think about it very seriously.

We cannot altogether get rid of our \_\_\_\_\_ but a proper management of it can certainly reduce its quantity. If we think of burning, burying, recycling and thus \_\_\_\_\_ our waste, we can to a large extent save our. Our garbage consists of various kinds of things \_\_\_\_\_ some are burnable and some are \_\_\_\_\_. In some countries, \_\_\_\_\_ waste is destroyed by incinerators. The non- burnable garbage is incited and prefabricated. Some rubbish is not rubbish at all. For example, most textiles, glass, metal, paper and cardboard can be \_\_\_\_\_. Some kinds of waste can be used as fuel. We can use and have been using vegetable waste to make compost to improve our \_\_\_\_\_.

**Choose the best answer for the following questions from the options given under them.**

- C** Now discuss in small groups the following questions.

- D** Work in pairs and give as many suggestions as you can to another group about handling rubbish. You can use expressions like ‘you should...’ ‘You ought to ...’ etc.

- E Write a letter to the editor of a newspaper b he published in its letters' column to rake public awareness ab6ut the problem of waste management in your locality.**

### Focus :

| <b>Skills</b>                     | <b>Functions</b>  | <b>Grammar/Structure</b>                                     | <b>Vocabulary</b>   |
|-----------------------------------|---|--|---|
| Reading, letter-writing, speaking | Listing, gap-filling, writing a letter to a newspaper, giving suggestions | Passive voice, sub + ought to + ... , sub + had better + ... | recycle, incinerators, refurbish, compost, biodegradable, conserve, options |

# Unit Seven: Disasters We Live With

## Lesson 1

### A furious force

**Objectives:** By the end of the lesson you will have

- read an extract on cyclones
  - gone through a table about a cyclone damage report
  - written a letter describing a devastation
- 

- A**     **What is a cyclone? Talk about cyclones with your partner and share your experience if any.**
- B**     **Make at least 5 sentences describing what a cyclone-hit area looks like.**  
*e.g. Roofs of houses are blown away; Trees/people/cattle/crops*
- C**     **The following extract about the cyclone of 1991 was presented at a college workshop. Read the text and answer the questions that follow.**

Much of the destruction caused by the cyclone of April 1991 was due to the wind velocity and the tidal surge which began to swell about the time the cyclone tilt the coastal areas of the country. Twenty-five feet at some points, it swamped the offshore islands, submerging them and then bursting across the shoreline, raced inland, The impact of such an event was especially catastrophic because there was a dense rural population living in extreme poverty and with little protection in these areas. It is estimated that nearly 1,40,000 people lost their lives during this cyclone. As many as 1 million people in 16 districts of the country were affected in varying degrees while nearly 1,38,849 people were reported to have been injured.

- 1        What do these pronouns refer to? (You have to read back a little to understand the connection of the pronouns to the nouns used earlier in the text):
- a        ‘it’ (line 3)
  - b        ‘them’ (line 4)
  - c        ‘such’ (line 6)
  - d        ‘their’ (line 7)
- 2        Look at the use of ‘it’ in line 7. Is the word used as a pronoun here too?
- 3        The cyclone alone caused destruction and death. Do you agree?
- 4        The text says people had little protection. Can you suggest ways of providing protection during a cyclone? Discuss this with your partner and write down at least two solutions.

**D      Study the Cyclone Damage Report from 1991 (Source: Ministry of Relief and Rehabilitation). Then write in complete sentences the estimated damage caused by the cyclone in terms of (a) affected human lives, (b) loss of animals, (c) damage to infrastructure.**

| Indicators |  | Numbers     |
|------------|--|-------------|
| 1          | Total affected districts                       | 16          |
| 2          | Total affected upazillas                       | 18          |
| 3          | Total affected municipalities                  | 06          |
| 4          | Total human deaths                             | 1,40,000    |
| 5          | Total population injured                       | 1,38,849    |
| 6          | Total affected population                      | 12 million  |
| 7          | Total population missing                       | 2,295       |
| 8          | Total acreage of crops damaged                 | 9,09,374    |
| 9          | Total food grain loss                          | 3,50,000 mt |
| 10         | Total educational institutions damaged         | 9,287       |
| 11         | Total houses damaged                           | 17,50,000   |
| 12         | Total acreage of plantation damaged            | 60,000      |
| 13         | Total cattle head loss                         | 2,24,000    |
| 14         | Total goat and sheep loss                      | 2,18,000    |
| 15         | Total poultry loss                             | 2:4 million |
| 16         | Total physical infrastructure damaged:         |             |
|            | Embankments                                    | 435.9 k     |
|            | Drainage channels                              | 972.6 kms   |
|            | Rural roads                                    | 2,350 kms   |
|            | Bridges and culverts                           | 6,000 ft    |
| 17         | Total number of tubewells damaged/out of order | 84,362      |

**E      Write a letter to a pen-friend in England describing briefly from your experience (or imagination or hearsay) the devastation caused by either a cyclone, a flood or a storm.**

**Focus :**

| Skills  | Functions   | Grammar/Structure  | Vocabulary   |
|---|---|--|--|
| Intensive reading, speaking, writing an informal letter | Describing weather, conditions, describing after-effects, making suggestions. | Simple past, passive voice, modal verbs- could, should, pronouns, introductory | velocity, surge, swamped, submerge, impact, catastrophic, estimated, hearsay, culvert. |

Lesson 2

Grass fires

**Objectives:** By the end of the lesson you will have

- read a text about prairie fires
- differentiated between words with close meanings
- prepared a table

**A**     **Adnan has grown up the United States. On hearing about the cyclone havoc in Bangladesh, he looked up a book on natural disasters named “Discovering your world”. Among the natural disasters described in it, he found this extract on ‘grass fires’. Read it.**

**A Prairie Fire**

Fires swept over the prairies any lime during practically ten months a year, although the worst were usually in the Call, with the grass standing high and rich in oily seeds, The prairie fires could be set by lightning, by the carelessness of greenhorns in the country, by sparks from the, railroads, and by deliberate malice. Once started, the heat of the fire created a high wind that could sweep it over a hundred miles of prairie in an incredibly short time. Settlers soon learned to watch the horizon for the curling smoke rising from prairie grass. At the first sign of this, everyone hurried to the flames with water barrels, gunnysacks. hoes and particularly ploughs to dig furrows so as to prevent the fire from spreading. Even more important was the awareness of the danger ahead of time, early enough so fireguards were ploughed around the homestead, at least around the buildings.

**Now work in pairs and based on the text above, find out the answers to the following.**

- 1     What do you understand by “prairie”? Use your dictionary if you don’t know.
- 2     What is the common English word for ‘tall’?
- 3     Which part of the world do you think this passage refers to?
- 4     When are settlers fires more common?
- 5     Mention some causes of prairie fires.
- 6     What did the settlers do when they sensed a fire?
- 7     Do you think the passage talks of the present day? Give reasons for your opinion.

**B**     **Below is a list of words. A number of meanings are given beside them. Underline the correct meaning of each word. (The first one has been done for you)**

- 1     Prairie:            (a) vast woodlands, (b) wide open area of level land covered with grass or wheat, (c) rice fields
- 2     Fall:                (a) summer, (b) rainy season, (c) autumn

- 3        Greenhorn:    (a) a person who lacks experience, (b) one who grows vegetables, (c) a jealous person
- 4        Deliberate:    (a) known, (b) intentional, (c) familiar
- 5        Malice:        (a) maltreat, (b) ill will. (e) dislike
- 6        Horizon:        (a) place where the earth and the sky seem to meet, (b) horizontal, (e) line of horoscope
- 7        Incredibly:    (a) truly, (b) slowly, (c) unbelievably
- 8        Barrels:        (a) deep bowls, (b) high tables, (e) large round containers
- 9        Furrow:        (a) strong blow, (b) long narrow cut or hollow area in the ground made with a (c) westerly wind home.
- 10      Homestead.:    (a) a substitute for a land around it (b) a house with outer buildings and. (c) a shed

**C        The word ‘green’ has many formations as iii the word greenhorn’. Look up your dictionary and see how many compound words, idioms and phrases you can find. Write down at least 5. Write their meanings (in English and Bangla) and make a sentence in English with each.**

**D        An effective speaker or writer picks among several related words the one with just the right shade of meaning. Work in pairs to consider the difference between the following words, giving examples of each with the help of an appropriate sentence.**

- 1        a ‘fire’ and a ‘flame’
- 2        a ‘bag’ and a ‘sack’
- 3        ‘round’ and ‘around’

**E        You have read about prairie He fires in North America. As you know, there are fire accidents in Bangladesh too, Speak to your partner and try to find out where and why tires occur. Work in pairs and iii the table below write in note—form, the kinds of fires we have. Identify their causes and suggest some preventive measures.**

| Kinds of fire | Causes of flit | Preventive measures |
|---------------|----------------|---------------------|
|               |                |                     |

**Focus :**

| Skills  | Functions   | Grammar/Structure  | Vocabulary   |
|---|---|--|--|
| Intensive reading, speaking, writing in note-form | Differentiating between closely-related words, expressing cause & effect, suggesting action | Simple past tense, compound words, idiomatic words and phrases | prairie, fall (noun), deliberate, greenhorns, sparks, settlers, furrows, hoes, railroads, fireguards |

## Lesson 3

### The parched earth

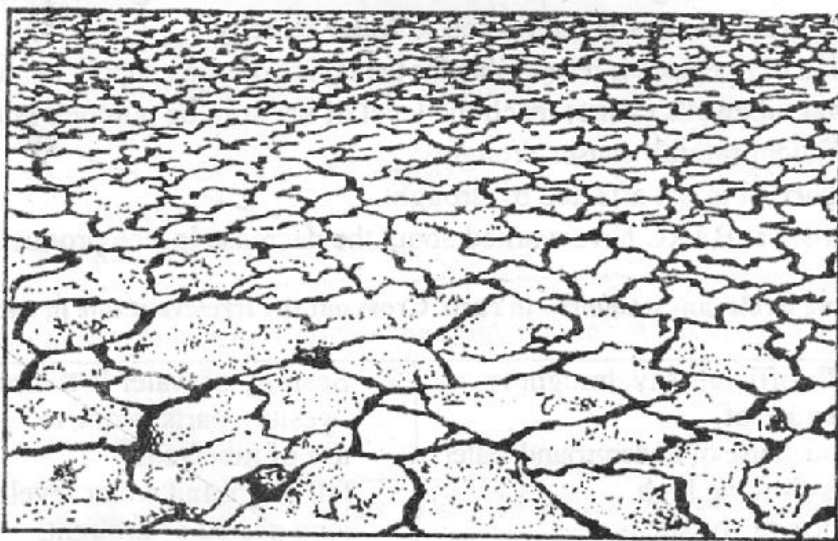
**Objectives:** By the end of the lesson you will have

- read and discussed an extract from a newspaper
- prepared a set of questions
- done a True/False exercise
- done a multiple choice exercise

**A Discuss with your partner and say what happens when the weather is very dry.**

**Look at the picture. What do you see? Discuss the following questions in pairs.**

- 1 What do you think is the cause?
- 2 What may it lead to?
- 3 Is there any way of preventing this?



**B Now read this newspaper article.**

#### Dry weather to persist

The Department of Public Health Engineering (DPHE) officials told the agency that excessive use of ground water, riverbed siltation, global warming, deforestation and a low flow from the upstream of major rivers during the dry season compounded the water crisis. Referring to the recent report on the serious scarcity of drinking and irrigation water in the northern, southern, and south

western parts of the country, the DPFIE officials attributed these phenomena to the cause of drought during the last several weeks.

Inadequate rainfall and inadequate flow from high areas during the dry season also caused a drought-like situation in the north where tara pumps have to be used now instead of hand pumps. A tara pump can draw water from a depth of 50 to 60 feet while a normal tube well is able to draw water from 25 to 30 feet below only. “Prolonged drought may hamper irri-boro cultivation during this season,” cautioned scientists from the Bangladesh Agricultural Research Council (BARC) adding that the boro harvest may fall to 7.7 million tons.

**Read the text again and in pairs prepare at least five questions to get some information from it. e.g. What is the source of the text?**

**Now exchange your questions with another pair and write down the answers.**

**C      Work in pairs and say which of the following statements are true and which are false by putting T/F against the statements.**

- 1      Overuse of underground water may be a cause of shortage of water.
- 2      Use of ground water is not related to water scarcity.
- 3      Siltation of riverbeds is responsible for the failure of water supply to tubewells.
- 4      Normal tube wells cannot reach the level of water to be pumped out.\_
- 5      Insufficient rainfall causes drought.
- 6      Rice harvest is not affected by drought.
- 7      Scientists at BARC have warned about the decrease in rice production.

**D      There is one irrelevant statement in each. Cross out the irrelevant one in each section.**

|  |  |
|--|--|
| 1    DPHE officials say drought is the cause of<br>- too much use of underground water.<br>- rivers flowing high.<br>- siltation of riverbeds.<br>- deforestation.   | 2    Scarcity of water in the south western parts is due to<br>- use of tube wells.<br>- fall in ground water level.<br>- long period of drought.<br>- little rainfall.                              |
| 3    Tara pumps are<br>- used instead of hand pumps;<br>- capable of drawing water from a depth of 50 to 60 feet.<br>- used because they are manufactured locally.<br>- used in areas where the water level has gone down. | 4    BARC scientists warned that drought may<br>- affect rice Output.<br>- occur in areas where irri-boro rice is cultivated<br>- lead to fall in rice harvest.<br>- affect the cultivation of rice. |

**E      Farmers often practise certain traditional customs to bring about rainfall during the dry season. Do you know of any such customs? Tell each other and then write a paragraph about it.**

**Focus :**

| Skills                                | Functions                              | Grammar/Structure                       | Vocabulary                           |
|---------------------------------------|--|---|--------------------------------------|
| Reading, writing, speaking, listening | Expressing cause and effect, opposites | Simple present tense, simple past tense | remote, drought, adequate, cautioned |

Lesson 4

Erosion

**Objectives:** By the end of the lesson you will have

- read a text’ on erosion
- done a word matching activity
- looked at a photograph
- drafted an application

**A      Have you been to a riverside during the rainy season? What are some of the things you see there?**

**B      Read the news item below.**

Erosion by the river Meghna has made thousands of people homeless in three thanas of Brahmanbaria district. The worst affected villages are in Nabinagar, Bancharampur and Nasirnagar thanas. Vast tracts of cultivable land, houses, educational institutions, mosques and temples in these areas have been washed away by the eroding river rendering thousands of people homeless. Many families have left their homes and shifted to safer places. Erosion by the river Meghna continues throughout the year. But with the onset of the monsoons, it takes a devastating turn. People living near river banks have to bear the brunt of the erosion. The government has taken up a scheme to protect some of the areas from the greedy clutches of the River Meghna.

Now work in pairs and answer the following questions.

- 1 Where and how has the erosion taken place?
- 2 How has it affected the people living there?
- 3 When is erosion at its worst?
- 4 The last sentence in the text above mentions a scheme to protect a village. What steps do you think are being taken in this scheme?

C Read the article and replace the words in italics in the sentences below with words of similar meaning. One is done for you.

- 1 Erosion by the river has left thousands homeless. rendered
- 2 Vast tracts of cultivable land has been washed away. \_\_\_\_\_
- 3 Many families have shifted to safe places. \_\_\_\_\_
- 4 With the onset of monsoon, erosion takes a devastating turn. \_\_\_\_\_
- 5 The government has taken up a scheme to protect Maniknagar. \_\_\_\_\_

D Work in pairs and fill in the gaps in the sentences below with an appropriate word.

- 1 Thousands \_\_\_\_\_ people have become homeless as a result \_\_\_\_\_ erosion.
- 2 Erosion has forced people \_\_\_\_\_ move \_\_\_\_\_ safer places.
- 3 \_\_\_\_\_ the monsoon season erosion is - its worst.
- 4 Many areas need special attention protection — erosion.
- 5 Concrete plans are yet — be taken up many effected places.

E Young people like you want to appeal to the authorities to assist students affected by the river erosion in Brahmanbaria district. Write a short proposal, using some of the ideas given below. Address your request to the District Commissioner, Brahmanbaria.

|                      |                               |                            |
|----------------------|-------------------------------|----------------------------|
| villages under water | need for bus stop             | schools, colleges affected |
| people homeless      | many have left their homes    | shelter                    |
| some help            | special stipends for students | monsoon                    |
| construction work    | suffering                     |                            |

Focus:

| Skills                     | Functions                    | Grammar/Structure                             | Vocabulary                                 |
|----------------------------|------------------------------|---|--|
| Reading, speaking, writing | Describing, proposing action | Present perfect, adjectives to express effect | erosion, affected, dwelling, onset, scheme |

Lesson 5

The shake and the quake

**Objectives:** By the end of the lesson you will have

- read a text from a national daily for understanding and inferencing
- read to understand and infer meanings to frame sentences
- done a gap-filling exercise
- written short accounts

**A     Have you ever experienced an earthquake? Tell your partner about it. Have you seen earthquake disasters on TV? Describe what you have seen.**

**B     Read the following text about a danger that we may be unaware of.**

Quake alarm for city buildings

How safe will the buildings in the city of Dhaka be in the event of Earthquake? Experts give no straight answer to this question, but call for taking adequate precautions to minimise losses. That Bangladesh lies in the active earthquake zone -is not unknown to Bangladeshis. Alarmed by the recurrence of quakes during recent years, experts have called for the development of an earthquake resistant building code that all buildings should follow as mandatory.

There are two schools of experts regarding earthquakes. One school comprising of engineers and geologists is of the view that the recurrence of quakes in recent years should be taken as a signal for a major earthquake. Another school comprising of similar categories of experts, however, believes that the concern should not be amplified, because although there are a number of fault lines in the geographical area comprising Bangladesh, none of them is active enough to pose a major threat. Yet none of the schools rules out the possibility of a major quake and the dangers that might be associated with it. The Rajdhani Unnayan Kartripakhya (RAJUK), responsible for a planned development of the city believes that an earthquake resistant building code should be developed to reduce the losses

**Work in pairs to answer the following questions.**

- 1     Are people in Bangladesh aware of earthquakes? How do you know?
- 2     Why are experts paying more attention to the issue of earthquakes in recent times?
- 3     How do the two schools of thought differ?
- 4     What do ‘fault lines’ mean?
- 5     What precautions would you suggest as safety measures against earthquakes in Dhaka city?

Fill in the gaps with appropriate words.

Experts are divided in\_\_\_\_ Opinion as regards earthquakes \_\_\_\_ Bangladesh. Some think that occurrence of earthquakes in \_\_\_\_ years is a warning. Others are of that though there is the \_\_\_\_ of a number of in the area covering Bangladesh, \_\_\_\_ are not active enough to \_\_\_\_ serious earthquakes.

C      Work in pairs to frame sentences using the following words. Try to bring out the meaning of the words in your sentences. ‘Exchange your sentences with another pair and check them.

- 1 experts: \_\_\_\_\_
- 2 adequate: \_\_\_\_\_
- 3 minimise: \_\_\_\_\_
- 4 precaution: \_\_\_\_\_
- 5 recurrence: \_\_\_\_\_

D      Work In pairs and Write 6-10 sentences describing the after-effects of an earthquake which you may have seen in pictures published in newspapers or shown on TV.

Focus:

| Skills                     | Functions              | Grammar/Structure    | Vocabulary                                      |
|----------------------------|------------------------|----------------------|---|
| Speaking, reading, writing | Describing, predicting | Modal- Might, should | adequate, precaution, geologist resistant, code |

Lesson 6

Under the green wood tree

Objectives: By the end of the lesson you will have

- read a poem
  - gone through some homophones
  - become acquainted with some phrases
  - written a paragraph drawing comparisons
-

**A Discuss in pairs about living in the open air.**

- 1 What would you like about it?
- 2 What would you not like?

**B Here is a song from one of the plays by William Shakespeare.**

Under the greenwood tree

*Under the greenwood tree  
 Who loves to lie with me,  
 And turn his merry note  
 Unto sweet bird's throat,  
 Come hither, Come hither, come hither,  
 Here shall he see  
 No enemy  
 But winter and rough weather  
 Who doth ambition shun,  
 And loves to live i'th' sun,  
 Seeking the food he eats,  
 And pleased with what he gets,  
 Come hither, come hither, come hither.  
 Here shall he see  
 No enemy  
 But winter and rough weather.*

**Discuss in pairs and answer the following.**

- 1 What sort of life does the poet lead? Is he happy?
- 2 Who is invited to join the poet? How does he make this invitation? (quote from the poem)
- 3 There is some hardship in the poet's happy and carefree life. What is that?
- 4 Would you like to join the poet? Why? Why not?

**C Look at the words below from the poem that are no longer used now. How would you say them today?**

- 1 "unto" the sweet bird's throat \_\_\_\_\_
- 2 come "hither" \_\_\_\_\_
- 3 who "doth" ambition shun \_\_\_\_\_

Now look at some contractions used in the poem. What do you think the full form is? Write them down.

- 1 i' (line 10)
- 2 th'(line 10)
- 3 pleas'd (line 12)

**D** Some of the following words appear in the poem. Write a sentence with each of the words given to show their meanings clearly. Work with a partner to make a list of five more pairs that sound alike.

- 1 sweet, suite
- 2 see, sea
- 3 weather, whether
- 4 here, hear
- 5 no, know

**E** Below are some words and phrases related to the word ‘green’ (see also task D in Lesson 2). Here the word “green” has been used to mean something else other than literally the colour “green”. Work in pairs to find out what the following expressions mean:

- 1 the grass is always greener on the other side of the fence
- 2 green with envy
- 3 a green-eyed monster

**F** For the poet the only “enemy” in the midst of nature is “winter and rough weather”. Compare this “enemy” with the “enemies in nature”- we have read about in the previous lessons in this unit.

**G** Work in pairs and jot down points about the hazards posed by nature these days’. Then based on your points, write a paragraph (about 100 words).

**Focus:**

| Skills   | Functions  | Grammar/Structure                                    | Vocabulary                               |
|--|--|--|--|
| Reading,<br>writing,<br>Speaking,<br>listening | Extending ideas<br>from poetry,<br>understanding<br>homophones | Simple present,<br>questions, imperatives,<br>idioms | merry, ambition, shun,<br>seeking, rough |

## Unit Eight: Towards Social Awareness

### Lesson 1

#### Caring and sharing

**Objectives:** By the end of the lesson you will have

- thought and talked about two first aid studies
- read and re-arranged jumbled first aid instructions
- rewritten the information as a first aid instruction manual

**A Look at the following situations. What is the first thing you would do if these accidents occur? Work in pairs and share your ideas with your partner.**

- there is a deep cut in your hand and it starts bleeding;
- your cousin slips on the stairs; falls and breaks his arm.

**B The following text contains first aid instructions on what should be done In case of (a) burns, (b) bleeding wounds, and (c) broken bones. Write a, b, or c beside each statement below if you think it relates to burns, bleeding wounds, or broken bones.**

**Write an appropriate caption for each picture after you finish reading.**

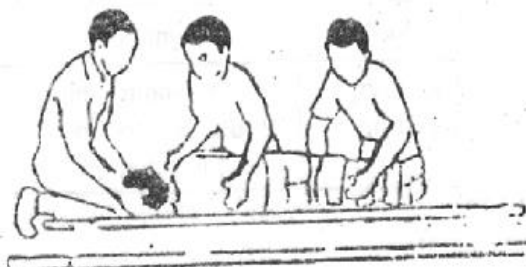
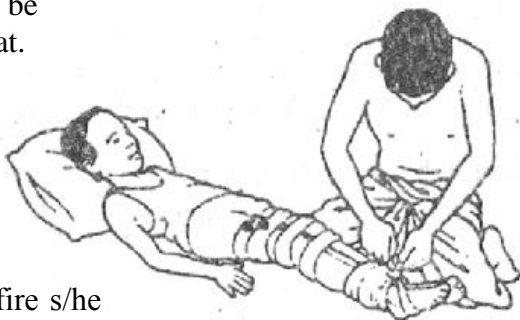
1 The injured person should be removed from the source of heat.

2 The splint should be tied to the broken bone with strips of cloth, to ensure that the broken bone doesn't move.

3 If the person's clothing is on fire s/he should be wrapped in a blanket or cloth or rolled on the ground to put out the fire.

4 A clean pad of smooth cloth should be placed over the wound. Then the pad should be pressed firmly with your hand for at least five minutes. This will help blood clots to develop and stop bleeding.

5 The burnt area should be cooled immediately using lots of cold clean water.



- 6 The injured person should be made to sit or lie down and the injured part kept above the level of the heart so that there is less bleeding.
- 7 Blisters should not be punctured.
- 8 Oil, ghee sugar or any such thing should not be put on the burn.
- 9 If the burnt area is very large medical help should be immediately sought.
- 10 If the pad becomes soaked with blood it shouldn't be removed. Another pad should be put on top of the first one and these should be bound with a piece of cloth. The bind should not be too tight because that would stop the normal flow of blood and cause permanent damage.
- 11 Nothing should be applied on the wound.
- 12 If there is an injury to the neck or back the person should not be moved. Movement can cause further injury and possibly paralysis for the rest of the life. If an ambulance is not available, the person should be carried to the hospital on a flat board and with as little jolting as possible.
- 13 If the burnt area is a small one then it should be kept clean, dry and protected with a dry bandage.
- 14 The wound should not be washed or any attempts made to push back any bone that might be sticking out. Cover the break with a clean cloth to prevent infection.
- 15 It should be ensured that the broken bone doesn't move. You can do this by making a splint. It can be made from a piece of wood or anything stiff that doesn't bend.

**C You want to write the above instructions for an instruction manual. Make three separate lists of the above instructions for the three kinds of injuries and rewrite the sentences in the active voice.**

**Focus :**

| <b>Skills</b>    | <b>Functions</b>  | <b>Grammar/Structure</b> | <b>Vocabulary</b>                           |
|------------------|---|--------------------------|---|
| Reading, writing | Talking about what should be done in a possible situation | Active and passive modes | splint, strip, pad, clot blister, life-long |

Lesson 2

Waste not, want not

**Objectives:** By the end of the lesson you will have

- discussed the necessity of being careful about our resources
  - role-played a dialogue on past habits
  - answered questions based on the dialogue
  - written a paragraph on your own past habits
- 

**A      If we are not careful about spending essential resources such as electricity, gas and water, what do you think might happen as a consequence? Think for a few minutes and discuss with your partner.**

**B      A journalist of The Rising Sun interviewed an elderly lady about how life was in the past when she was a child and how it is now in the present. Read the following dialogue between the lady and the journalist and then answer the questions that follow.**

Journalist:      Hello Mrs. Sharif. I’m going to ask you a few questions today about how things used to be in the past. Firstly, how long have you been living in Dhaka?

Mrs. Sharif:      Since my childhood. For more than forty-five years.

Journalist:      That’s a pretty long time indeed. Could you please tell us how people used to get water for their everyday use when you were a child?

Mrs. Sharif:      Well, we used to have water supplied by the Dhaka WASA in those days also but many houses had wells too- Besides there used to be many ponds in the neighborhood where people used to bathe, wash clothes and take water from for their household use. There didn’t use to be so many people in Dhaka in those days as there are today so there wasn’t a very big demand for the supply of water.

Journalist:      And how are things nowadays?

Mrs. Sharif:      Nowadays life is very different. Most of the ponds have been filled up and buildings made on them. The houses are very close to each other and many people live in multi-storeyed flats, so it isn’t possible to have tube wells or wells anymore. People have to rely almost entirely on the water supplied by WASA, which is hardly enough because the population of Dhaka has increased manifold since my childhood.

Journalist:      How do you cope with this problem then?

Mrs. Sharif:      Well these days we have to be very careful with the way we use water. We can’t afford to waste water because there is such a shortage.

Journalist:       What do you actually do to save water?

Mrs. Sharif:       We try to keep wastage to a minimum by not leaving the taps running whenever we brush our teeth, take a bath or do the washing and things like that, We collect water in containers and use water from the instead of directly from the tap. You see, we have to be careful with the way we use our water. Or we are the ones who afro going to suffer. In fact you can say the same about our other resources like gas and electricity as well.

Journalist:       Yes, indeed! You are quite right. If only all our citizens were as conscious’ as you are! Thank you very much. It was really nice speaking to you.

Mrs. Sharif:       Thank you.

1

Underline all the sentences with used to/didn’t use to. Are there any sentences in which you can insert used tad ids ‘1 us 0’?

2

What are the things that didn’t use to be when Mrs. Sharif was a child?

C

Write a paragraph about what you used to do as a child and what you didn’t use to do.

Focus:

| Skills                     | Functions                 | Grammar/Structure      | Vocabulary                   |
|----------------------------|---------------------------|------------------------|------------------------------|
| Reading, speaking, writing | Talking about past habits | Used to/ didn’t use to | rely on, nowadays, cope with |

Lesson 3

Isn’t it too loud!

**Objectives:** By the end of the lesson you will have

- read a passage and answered questions
- interpreted tables for cause and effect
- practised writing sentences with if and when

A

Do you know that living in a noisy environment can be bad for your health? Can you think of five things inside and outside your house that create too much noise? Write them down. Work in pairs and compare your list with your partner. Are there any that are common in both your lists?

**B      Read the following passage and answer the questions that follow,**

The unit by which the loudness of sound is measured is called a decibel. According to the UN, the normal tolerance limit of sound is 45 decibels. When the vibration of sound is at a tolerable, pleasant level, it is simply called sound. But when it is sharp and harsh to the ears it becomes noise: Serious harm can be caused to people if they are regularly exposed to sounds exceeding 70 decibels. Because of the growth of urban population and the increasing use of machines in our everyday life there has been a general increase in the level of sound around us. On an average, people in the cities are exposed to sounds ranging from 30 to 90 decibels or even more. A study in Japan has found that housewives who live in the city were exposed to almost the same amount of sound that a factory worker was exposed to at his/her workplace. The occupations that the study found to be the noisiest were factory work, truck driving and primary school teaching.

Many developed countries are trying to control sound pollution by careful town planning and developing public awareness. In Holland schools are not allowed near airports and houses which are situated near airports are provided with special types of insulation to limit the sound heard inside the buildings.

- 1      At how many decibels would you call a sound noise?
- 2      Do you think life in the village would be equally noisy?
- 3      Do you think the life of a housewife in a Bangladeshi city would also be similar to that of a factory worker?
- 4      Why does the Japanese study consider the occupation of a primary school teacher to be very noisy?
- 5      What other occupations would you call noisy?
- 6      How can public awareness be developed about noise pollution?

**Look at the table below which shows the amount of sound produced by different sources in our everyday life. Which ones of these would you call sound and which ones noise? Which are the most harmful among them? Why?**

| Sound produced                   | Decibel level |
|----------------------------------|---------------|
| Busy traffic (in Dhaka city)     | 75-85         |
| Diesel truck.                    | 80            |
| Motorcycle                       | 100           |
| Live rock music (with amplifier) | 90-130        |
| Refrigerator                     | 45            |
| Mains clock                      | 80            |
| Dripping water from tap          | 40            |
| Screaming child                  | 90 - 115      |

**D** Look at the pictures below. From your reading of the chart above, guess how many decibels of sound might be produced by each. Write the number of decibels under each picture.



**Read Table 2 below. Discuss in pairs which effect would directly affect (a) students, (b) patients, (c) both of them.**

| Effects of living continuously in a noisy environment   |  |
|---|--|
| <ul style="list-style-type: none"><li>• gradual deafness</li><li>• rising blood pressure</li><li>• irritability</li></ul> | <ul style="list-style-type: none"><li>• increase in normal rate of heartbeat</li><li>• annoyance</li><li>• lack of concentration</li><li>• Outbursts of rage</li></ul> |

- E      Write a complete sentence with each one of the phrases in Table 2 using ‘if’  
Example:      *If we live in a noisy environment continuously we might gradually become deaf.*
- F      There was a marriage ceremony at your next door neighbour’s house. They played music through the loudspeaker the whole day and night making life very uncomfortable for your family. Write a letter to the editor of The Rising Sun explaining how you suffered and why indiscriminate use of loudspeakers should be stopped.

Focus:

| Skills                     | Functions                | Grammar/Structure  | Vocabulary  |
|----------------------------|--------------------------|--------------------|---|
| Reading, speaking, writing | Expressing possibilities | if + present tense | vibration, tolerable, pleasant, harsh, exposed to |

Lesson 4

Think of others too

Objectives: By the end of the lesson you will have

- practised the use of have to and don’t have to
- read three letters from the problem page of a newspaper
- discussed the letter
- written an answer to one of the letters

- A      **Look at the following list. Work in pairs. Discuss which ones you leave to do and which sun you don’t have to do and why.**
- join a committee rot the maintenance of the neighbourhood.
  - Think of neighbours when listening to loud music.
  - Check how people in your house dispose of the garbage.

**B      Read the following letters from Mita’s problem page from The Rising Sun. Is there anything common about them? Discuss in pairs.**

Dear Mita,

We live in a multi-storeyed apartment block. We try to keep our apartment clean but some residents put the daily garbage in buckets and leave it outside their front doors. The cleaner comes at 5 p.m. The whole day people using the stairs have to suffer the disgusting stench: We have tried to tell them indirectly but it doesn’t work. Can you suggest any ways of solving the problem in a friendly way?

Sharmin  
Rajshahi

1

Dear Mita,

I have recently noticed that our neighbour’s son, who is younger than me, has started smoking. I have tried many times to tell him to give it up because it’s nothing but slow poisoning. But he walks off with the retort “You are not my guardian. I don’t have to listen to you”. Our family is on very good terms with his family, but I don’t think his parents know that he smokes. I am in a fix. Should I or shouldn’t I tell them? How are they going to take it? Can you help?

Sathi  
Khulna

2

Dear Mita,

We live in a six-stored block of flats. We have been living here for the last two years: Recently some new people have moved into the flat right above us. They don’t seem to have much civic sense. They drag chairs around day and night. Their children also make a lot of noise, The constant thumping and screeching sound coming from their house is driving us crazy. These sounds can be easily avoided if people are a bit more conscious. We have to let them know that this should stop but we are not acquainted with these people. What should we do?

Rubel  
Chittagong

**C      Work in pairs. Discuss what suggestions you can give them to solve their problems above. Remember that these people want to maintain a friendly relationship and at the same time remind others of their social obligations.**

**D**     **Imagine you are Mita. Select any one of these letters and rite an appropriate reply.**

**Focus:**

| Skills                           | Functions                    | Grammar/Structure  | Vocabulary   |
|----------------------------------|------------------------------|--|--|
| Reading,<br>writing,<br>Speaking | Talking about<br>obligations | Use of have to/don't<br>have to, present<br>perfect tense. | civic sense, drag,<br>disgusting, stench, retort,<br>fix |

Lesson 5

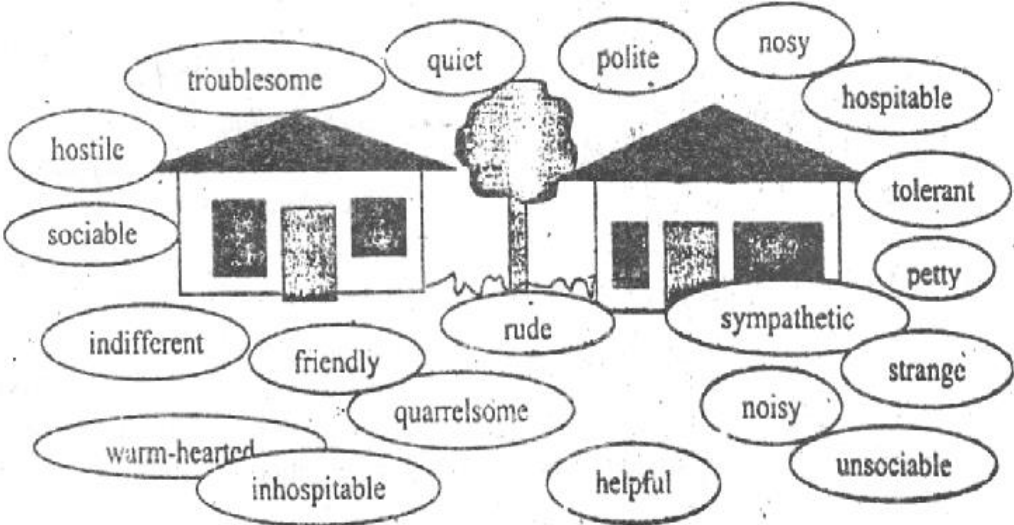
Getting along with

**Objectives:** By the end of the lesson you will have

- discussed the necessity of having neighbours
- read about and identified different types of neighbours
- talked about your own neighbours
- described people’s habits.

**A**     **All of us have neighbours whether we live in big cities, small towns or villages. Do you think neighbours are important in any way? Discuss what you think in pairs.**

**B**     **Neighbours can be of different types. Look at the following types. (a) Cross out the types that you don’t want to have as your neighbours. (b) Which ones among the following are opposite kinds? Can you think of any other types?**



**C     Read the descriptions of some neighbours below. What type would you call them? Write their type under each passage (you can write more than one if for each if you consider it appropriate).**

**D     Write down the type of person below each in the blank space.**

- 1     Mrs. Alim loves to gossip. She lives in an apartment block. There are five more families in the building. She has an experienced cook, so she doesn't have to do any cooking. Almost every day around eleven o'clock, she goes to visit one of her neighbours in the other apartments, mostly to gossip. Most of the housewives she visits do not have much house help and they use this time to cook, clean or do other household chores. But Mrs. Alim doesn't seem to be bothered. She also doesn't mind discussing the personal matters of one family with another.

          Type:-----

- 2     Asghar's family lives next door to Fahim's. Asghar lives with his parents and a younger brother, Shiblu who is ten years old. His mother is a school teacher and is away from home from 7:30 a.m. till 2:30 p.m. His father comes home at 5 o'clock. Sometimes Asghar comes back from the college at 1 in the afternoon. On those days his mother leaves the keys of the house with Fahim's mother so that Asghar can collect them from her whenever he comes back.

          Type:-----

- 3     Riaz is fed -up with his next door neighbours. His bedroom is very close to theirs. Every time he sits down to-study in the evening there comes the blaring Sound of the television from the house next door. It seems that the TV is kept on the whole evening. It becomes very difficult for him to concentrate on his studies. In winter he can bear it by keeping his window closed but in summer it gets too hot and stuffy if the window is kept closed. So he is compelled to put up with the disturbance from next door.

          Type:-----

- 4     Farhna lives in the small town of Sherpur with her parents. Their house is not very big and they don't have much furniture. So every time they have a party her family borrows chairs from their neighbour's house which they happily lend. Sometimes they also help her mother with cooking on special occasions

          Type:-----

- 5     Mr. Farid is very annoyed with his neighbour, Mr. Chowdhury. He hasn't got a phone in his house so he used to use Mr. Chowdhury's telephone number for receiving emergency messages. But when he started getting frequent messages, Mr. Chowdhury told him that there wasn't anybody in his house to convey messages and that this practice could not continue.

          Type:-----

- E      Discuss in pairs the neighbours you have. What kind are they?
- F      Write a description of any one of the neighbours described by your partner.

Focus :

| Skills                           | Functions         | Grammar/Structure    | Vocabulary                        |
|----------------------------------|-------------------|----------------------|-----------------------------------|
| Reading,<br>speaking,<br>writing | Describing habits | Simple present tense | nosy, blaring, fed up,<br>keen on |

Lesson 6

Rules, conventions and us

**Objectives:** By the end of the lesson you will have

- read about giving advice
- used should /shouldn‘t, must/mustn’t for giving advise
- discussed reasons for using the above mentioned terms
- read a text with a table and answered questions
- written a list of advice

- A      In 1595 the French compiled a set of rules of good social behaviour. The famous American President George Washington revised some of these rules in the 18<sup>th</sup> century and described them as a model of good manners.

Here are some of the rules that be wrote. Read them and put a tick on any that you follow. Are there any that you don’t follow but think you should?

About Social Manners

- 1      Don’t stand too near a person so that you don’t sprinkle him when you speak.
- 2      Don’t come too near the books or writing of another person so that you read them unless the person allows you to.
- 3      Don’t give your opinion about another person’s books or writing unless you are asked to.

- 4 Let other people speak first.
  - 5 Don't show yourself to be glad at the misfortune of another even if he was your enemy.
  - 6 If you want to correct another person do it all mildly.
  - 7 Don't talk with your mouth full when you are eating.
  - 8 Let not your morsels be too big for your mouth.
  - 9 Try to keep alive in your breast that little spark of goodness called conscience.
  - 10 Always be aware of what is due to others and give it to them.
- Adapted from Manners Maketh Man in Reader's Digest, February, 1999

**B Read the following statements. Write beside them should/shouldn't, must/mustn't whichever you think is appropriate. Discuss with your partner and give reasons for your choice.**

- 1 Use a zebra (pedestrian) crossing while you are crossing a road.
- 2 You can easily spit on any roadside wall because it does not belong to you.
- 3 If the bus you want is full, just hang on to the door handle until you reach your destination.
- 4 When you are outside your house, you throw away litter such as paper, cigarette boxes, empty packets wherever you feel like because you can't find a dustbin.
5. Pluck flowers from public gardens. It doesn't matter because these gardens are not yours.

**Now read the following passage about transport safety in Britain and answer the questions that follow.**

Britain has been maintaining some strict road and transport rules. Consequently it has the best road safety record in Europe. Buses and coaches must strictly abide by the rules imposed by the government. One of these is that every coach and minibus that carries children under 16 must be fitted with seatbelts. As the rules are being strictly followed and the law enforcing agencies are vigilant, buses and coaches have become the safest form of road transport.

In 1994 road deaths were the lowest in 70 years when the government first started keeping records. However while keeping records of transport accidents, one needs to keep in mind that occasional occurrence of major disasters can cause fluctuations in numbers of deaths from year to year. Hence care has to be taken when comparing one year with another.

The following table shows the passenger death rates per thousand caused by each type of transport in Britain.

| Mode of transportation | 1981  | 1986  | 1991 | 1992 | 1993 | 1983-1993 (Average) |
|------------------------|-------|-------|------|------|------|---------------------|
| Motorcycle             | 115.8 | 100.3 | 94.4 | 97.0 | 94.6 | 102.9               |
| Bicycle                | 56.9  | 49.6  | 46.8 | 43.4 | 41.3 | 48.5                |
| Waterways              | 0.4   | 0.5   | 0.0  | 0.0  | 0.0  | 9.2                 |
| Car                    | 6.1   | 5.1   | 3.7  | 3.5  | 3.0  | 4.3                 |
| Rail                   | 1.0   | 0.9   | 0.8  | 0.4  | 0.4  | 0.9                 |
| Bus/coach              | 0.3   | 0.5   | 0.6  | 0.4  | 0.8  | 0.5                 |
| Air                    | 0.2   | 0.5   | 0.0  | 0.1  | 0.0  | 0.2                 |

Questions

- 1
- Which type of transport is the most dangerous? How ‘do you low?
- 2
- Are the waterways in Britain safer than the roads?
- 3
- Have rail accidents increased over the years?
- 4
- Which is the safest form of transport?
- 5
- If you compare this table with a stiller table involving transport death rates in Bangladesh do you think it will be similar?
- 6
- While keeping records of casualties over the years, what important point must you keep in mind?
- 7
- Do the statistics in this table show a steady decrease in the number of casualties by all forms of importation?
- 8
- In Bangladesh what kind of rules are broken while transporting people by rail, road and waterways?

C

You have recently met a tourist who has come to visit Bangladesh for a few weeks. He has asked you to tell him what he should do in Bangladesh and what he shouldn’t. Prepare a list that you intend to give to him. (You can advise him about food, transport, security, places to visit, etc.)

Example: You shouldn’t eat food from the roadside because it isn’t hygienic. But you can eat fresh fruit.

Focus:

| Skills            | Functions     | Grammar/Structure               | Vocabulary   |
|-------------------|---------------|---------------------------------|--|
| Reading, speaking | Giving advice | Should/ shouldn’t, must/mustn’t | spit, sprinkle, mildness, litter, occurrence, fluctuations |

## Lesson 7

### How can I contribute?

**Objectives:** By the end of the lesson you will have

- written an appropriate speech bubble
  - read about some possible situations
  - discussed possible behaviour in such situations
  - formed questions for given answers to complete a dialogue
- 

**A** Complete the following picture by writing an appropriate statement in the speech bubble.



**B** What would you do in the following situations and why? Discuss in pairs, then write a sentence about what you would do.

Example: I would try to warn others.

- 1 If you saw an open manhole, which would not be very visible after dark.
- 2 If you had a tap in the house that did not turn off properly and water always kept trickling from it.
- 3 If you found your brother or sister leaving a room without switching off the fan.
- 4 If you were travelling by rickshaw and you wanted to get rid of an empty packet of crisps which you had just finished eating.
- 5 If you discovered that the woman who does the housework wanted to save matchboxes by leaving the gas on, day and night.

- 6 If you entered the kitchen early in the morning and smelt gas coming from the cooker.
- 7 If you were approached by two little boys, one begging for alms and the other one selling chocolates and you couldn't spare more than one Taka.

**C Tanveer bought a lottery ticket and was showing it to his friends in the English class. When the teacher entered the classroom s/he saw the students gathered around him talking and laughing. She wanted to know what was going on. You can see Tanveer's answers below. What questions do you think his teacher asked him?**

Teacher :.....?

Tanveer : Oh Miss! I am showing my friends a lottery ticket.

Teacher :.....?

Tanveer : I just thought Pd try my luck. Who knows I just might get lucky.

Teacher :.....?

Tanveer : If I really won the lottery! Well, I'd keep the money in the bank and spend it later!

Teacher :.....?

Tanveer : I don't know. I haven't decided yet what I'd like to buy with the money.

Teacher :.....?

Tanveer : Well, if my family wanted to enjoy it too, I'd keep some money aside for myself and then spend some of it on them.

Teacher :.....?

Tanveer : My friends? Well that would depend on how they treat me until I win the lottery!

**Focus:**

| Skills               | Functions                                      | Grammar/Structure                                       | Vocabulary              |
|----------------------|--|---|-------------------------|
| Reading and speaking | Speculating about improbable future situations | Second conditional:<br>if+ past, ...<br>would/might ... | trickling, crisps, alms |

## Unit Nine: Getting Educated

### Lesson 1

#### Why we need education

**Objectives:** By the end of the lesson you will have

- thought about and discussed the problems of illiteracy
  - read a passage about the benefits of education
  - expanded a statement and written an article
- 

**A** There are many illiterate people living around you. Discuss in pairs the problems of illiteracy.

**B** Read the following passage about the benefits of education. This is an extract from a paper read at a seminar.

Education is the process by which our mind develops through formal learning at an institution like a school, college or university. It is mental and intellectual training which provides opportunities of growth and helps to meet challenges and overcome obstacles to progress. Again, the purpose of education is to enlighten the individual and develop his/her capacity to the limit. It is also the business of education to train individuals to make the right choices to go ahead. It ennobles our mind and refines our sensibility. It also broadens our outlook and helps us become aware of our rights and responsibilities.

According to Newman, education "gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them and a force in using them". Therefore, it is often compared to light which removes the darkness of ignorance and helps us distinguish between right and wrong. Ex-President Julius Nyerere of Tanzania way back in 1974 said at an international conference that the primary purpose of education was the liberation of man from the restrictions of habits and attitudes which limit his humanity. He further said education should promote humanity and universal brotherhood and that it could be used as a catalyst for a change for the better. How right he was!

**Some seminar participants asked the following questions. Discuss in pairs and say how the paper presenter answered them.**

- 1 Excuse me, but would you please say how education liberates a person from restrictions of habits?
- 2 How does education promote understanding among people? Give some examples.
- 3 Can education really remove the darkness of ignorance?
- 4 How can education contribute towards change for the better?

**C**     **Expand the idea contained in the following statement by writing a short article to be published in college magazine.**

Education is the backbone of a nation.

**Focus:**

| Skills                     | Functions                                   | Grammar/Structure | Vocabulary   |
|----------------------------|---|-------------------|--|
| Speaking, reading, writing | Discussing disadvantages, expanding an idea | Relative pronouns | intellectual, enlighten, ennoble, sensibility, restriction, catalyst |

Lesson 2

Options open to us

**Objectives:** By the end of the lesson you will have

- thought about and discussed your study plans
- read part of a dialogue between two students and completed it
- completed a table
- written an informal letter

**A**     **Think about what you are going to study after finishing your H S C Discuss your choice in groups and give reasons for your answer.**

**B**     **Now talk to other groups and see what your classmates want to study. Then make a list of the subjects in order of preference and find out which are the most popular and which the least popular subjects.**

**C**     **Read the following part of a dialogue between two students who met at a party.**

Raghib:

Dina:

Raghib (Sitting down):

Dina:

Raghib:

Excuse me, anyone sitting here?

No.

Thanks. My name’s Raghib.

I’m Dina.

Hi, Dina. Are you a student then?

Dina: Yes, I am. I’ve taken the H S C exam this year from the Science group. What about you?  
Raghib: So have I. From the Humanities.  
Dina: Oh, I sec.

Now continue the dialogue and role-play Raghib and Dina in pairs. Ask and answer questions about the following.

- Which college s/he attended
- What kind of results s/he expects
- What s/he intends to study and why
- What options s/he has
- Which college/university s/he would like to go to
- What her/his plans for the future are
- Any other questions

**D Complete the sentences in the following table. The first one is done for you.**

|                                |                     |
|--------------------------------|---------------------|
| Jui is studying Medicine       | to be a doctor.     |
| Alarn is studying Law          |                     |
|                                | to be an engineer.  |
| Rafiq is studying Architecture |                     |
|                                | to be a journalist. |
| Azad is studying Literature    |                     |
|                                | to be a dentist.    |
| Ratna is studying Chemistry    |                     |
|                                | to be an economist. |
| Hasan is studying Mathematics  |                     |
|                                | to be a physicist.  |

Make the table longer by adding at least three more disciplines to form similar sentences.

**E Write a letter of advice to your friend to take up one particular discipline when s/he has several options open to him/her.**

Focus :

| Skills                                | Functions                                     | Grammar/Structure | Vocabulary                      |
|---------------------------------------|---|-------------------|---------------------------------|
| Speaking, role-play, writing a letter | Asking questions and giving answers, advising | Future— going to  | Option, architecture, Physicist |

Lesson 3

Problems we face

**Objectives:** By the end of the lesson you will have

- discussed the common problems of education in Bangladesh
  - read a passage about education in Bangladesh
  - converted information from a table into a passage
- 

- A** Discuss in pairs why many people in Bangladesh are not educated. Mention at least three causes.
- B** Then discuss in small groups the academic problems you are facing at your college. Make a list of the problems which you would like to discuss with the Principal.
- C** Now read the following passage about the problems of education in Bangladesh. Before you read, write down what problems you expect to find in the text.

Bangladesh is a small country but has a huge population. Most people here live below the poverty line and cannot therefore afford to educate their children. Many poor children either drop out of school after just a few years or simply do not go to school at all. Despite this situation, we have far too many students to educate compared to the number of institutions available. Bangladesh needs more schools, colleges and universities to provide for the increasing number of students. But owing to financial and resource constraints, the government cannot fund the requisite number of educational institutions. At present every educational institution is over-crowded and class size is unusually large. As facilities in these institutions are poor, students do not get a standard education. Moreover, many educational institutions in Bangladesh are troubled with politics and violence. Sometimes institutions are closed down to avoid clashes between rival groups of students. Such closures badly affect academic progress.

**Now discuss in pairs the following questions.**

- 1 How are the problems mentioned in the passage similar to and different from those you expected to find?
- 2 How many problems does the passage mention? Which of them do you think is the easiest to solve? How?
- 3 What would happen if all the children in Bangladesh went to school?
- 4 What should the government of Bangladesh do to ensure proper education for all?

- D** Look at the following table which gives some information about a government college in Rajshahi City.

New Govt. Degree College, Rajshahi

|   |  |
|---|--|
| Total number of student                 | 2,600  |
| Total number of teachers                | 65   |
| Number of students enrolled in class XI | Science – 600 (3 sections)<br>Humanities – 300 (2 sections)<br>Commerce – 150 (1 sections) |
| H S C class size                        | 150 – 200  |

Now transfer this information into a report, adding any comments you may feel necessary.

Focus :

| Skills                                       | Functions   | Grammar/Structure                     | Vocabulary                 |
|--|---|---------------------------------------|----------------------------|
| Speaking,<br>reading,<br>writing a<br>report | Discussing<br>problems and<br>giving comments<br>analysing<br>information | Subject + transitive<br>verb + object | afford, constraint closure |

Lesson 4

Towards higher education

**Objectives:** By the end of the lesson you will have

- discussed words and abbreviations related to tertiary education
- completed a paragraph
- written arguments for and against a statement

**A** Discuss with your partner what you understand by ‘tertiary education’. Also discuss the following words and abbreviations.

|             |                |                 |
|-------------|----------------|-----------------|
| Graduate    | Undergraduate  | Postgraduate    |
| Pass degree | Honours degree | Master’s degree |
| M. Phil     | Ph.D.          | MBBS            |
| B. Ag.      | B. P. Ed.      | Dip. TEFL       |
| B.B.A.      | B.S.S.         |                 |

**Now try and answer the following questions in small groups. It does not matter if you do not know the exact numbers.**

- 1 How many degree colleges and universities are there in Bangladesh?
- 2 How many medical colleges and universities are there in Bangladesh?
- 3 How many engineering colleges and universities are there in Bangladesh?
- 4 Name some more technical and vocational educational institutions.
- 5 You know that there are both state-run and private universities in Bangladesh. How are the private universities different from the state-run ones?

**B Now read the following paragraph in which some sentences are missing. Complete the paragraph by providing the missing sentences.**

**Towards Higher Education**

If you would like to go for higher education, you must successfully complete the stages of learning providing this. First of all, you have to finish primary school. Then, \_\_\_\_\_.

After completing your secondary education you should do the two-year higher secondary course. \_\_\_\_\_

But remember, all students passing the H S C examination will not be eligible for higher education. As places are limited at every university, and government degree college, they have to take an admission test.

**Now discuss in pairs the following questions.**

- 1 How many levels of education should you cross before you can go for higher education?
- 2 Who are eligible for higher education?
- 3 Do you support the idea that higher education should be restricted only to exceptionally bright students? Give reasons for your answer.

**C For many of us in Bangladesh higher education is a luxury. Write some arguments for and against this statement.**

**Focus :**

| Skills                     | Functions                  | Grammar/Structure           | Vocabulary  |
|----------------------------|----------------------------|-----------------------------|---|
| Speaking, reading, writing | Arguing and giving reasons | Subject + modal+ infinitive | graduate, undergraduate, postgraduate, tertiary, eligible |

## Lesson 5

### Higher education abroad-I

**Objectives:** By the end of the lesson you will have

- discussed admission to a foreign university
  - read a passage on higher education in Britain
  - learnt the procedures for applying to an Australian University
  - drafted a letter of enquiry
- 

**A Work in small groups and try to name some well-known universities of England/ Australia/ the US/ Canada.**

**If you have a good academic record, you can seek admission to any foreign university for higher studies. But there are certain procedures for applying. If you want to apply, discuss with your partners what you should do. Also discuss what proficiency tests you need to take.**

**B Now read the following passage about higher education in Britain.**

Higher education in Britain has experienced a dramatic expansion. One in three young people now enters higher education compared with one in six in 1989. The number of postgraduates also has increased tremendously. There are some 90 universities in Britain which offer courses in a wide range of subjects, including traditional arts subjects as well as science and technology. Over 95% of students on first degree and other comparable higher education courses receive government awards covering tuition fees and a maintenance grant. Parents also contribute, the amount depending 'on their income. Students from other countries also come to Britain to study but overseas students have to pay very high tuition fees, nearly three times more than local students do. Nevertheless, over 500,000 overseas students attend publicly funded higher and further education institutions in Britain.

**Now discuss in pairs the following questions.**

- 1 How are universities in Britain different from those in Bangladesh?
- 2 How do students finance themselves in universities in Britain?

**C Read this passage taken from an Australian University brochure about the procedures of applying for a course.**

Applicants should contact the Chairman of the Department to discuss suitability for candidature and the proposed course of studies. Application forms are available in the Faculty Office from October to December each year. Intending applicants should indicate areas of research interest, and supply a detailed account

of qualifications. Qualifications are assessed by the Faculty Office to ensure that applicants satisfy the prerequisites and other formal university requirements. Application forms must be completed in duplicate and lodged at the Faculty Office. Overseas students should also send a separate form of application, supported by a complete, official transcript of academic record issued by the institution concerned.

**Discuss with your partner how the application procedures mentioned here are different for overseas students.**

**D     Imagine you would like to enroll in this university. Decide on a course of study and draft a letter of enquiry to the concerned chairman of the department. You can write to:**

Chairman  
Department of...  
University of Melbourne  
Parkville, Victoria 3052  
Australia

**Focus :**

| Skills  | Functions           | Grammar/Structure               | Vocabulary  |
|---|---------------------|---------------------------------|---|
| Speaking,<br>reading,<br>writing a letter<br>of enquiry | Making<br>enquiries | subject + modal +<br>infinitive | brochure, candidature,<br>prerequisite, duplicate,<br>lodge, transcript |

Lesson 6

Higher education abroad-II

**Objectives:** By the end of the lesson you will have

- discussed your prospects of studying abroad
- read an application form for specific information
- filled in the form

**A     Each year many students from Bangladesh go abroad for higher education. Discuss in pairs who these students are and why they want to go abroad for higher studies.**

**B**     **Now read the following preliminary application form of a North American University and fill it in. But before that, answer the following questions from your reading o the introductory paragraph of the application form.**

- 1        Where is Vanderbilt University?
- 2        What do you need to send with the detailed application?
- 3        How should this form be completed?
- 4        Where should it be returned?
- 5        How much is the application lee?
- 6        PRELIMINARY APPLICATION FORM

The Graduate School  
Vanderbilt University  
Nashville, TN 37240, USA.

The Graduate School of Vanderbilt University requires detailed applications for admission. These applications must be accompanied by records and documents that are often expensive or different to obtain or to duplicate. It may be unnecessary for you to complete an application if we do not offer the program you discusses, or your academic preparation or other qualifications are not suitable for the program of study you have indicated. Please complete this form (type or print in ink) and return it to the address above. We shall review your credentials and either send you an Application ant Guard to Admission or inform you that it is not practical for you to apply. **IMPORTANT:** Application to the Graduate School requires a non-refundable 540 fee which cannot be waived for any reason. If you will be unable to pay the application fee, please do 1101 complete and submit this Preliminary Application Form.

FULL NAME: \_\_\_\_\_Male\_\_\_\_Female  
Please underline or circle your family name (last name)  
Mailing Address \_\_\_\_\_

PLAN OF STUDY:  
Proposed Major Field: \_\_\_\_\_ Area of specialization\_\_\_\_\_  
Proposed Entrance Date: \_\_\_\_\_, Fall, \_\_\_\_\_, Spring, \_\_\_\_\_, Summer,\_\_\_\_\_  
Degree Sought: \_\_\_\_ M.A, \_\_\_\_, M.S, \_\_\_\_\_, M A T, \_\_\_\_\_, Ph.D.,\_\_\_\_\_  
special (non-degree)

SCHOOL AND UNIVERSITY RECORD: Degrees or diplomas awarded or expected. (List in order, beginning with the institution from winch you received your first undergraduate [post secondary] degree, and including any school or university you are now attending)

| School of University<br>and Location (City) | Name of degree<br>diploma and date<br>received / expected | Major fiend of<br>study | Division, rank, class,<br>or grade point<br>average |
|---|---|-------------------------|---|
|---|---|-------------------------|---|

**REQUIRED TEST TAKEN AND ENGLISH TRAINING:**

GRE General: Date \_\_\_\_\_ Score on : Verbal \_\_\_\_\_ Quantitative \_\_\_\_\_ Analytical  
GRE Subject: Date \_\_\_\_\_ Subject \_\_\_\_\_ Score \_\_\_\_\_  
Test of English as a Foreign Language (TOEFL): Date \_\_\_\_\_ Score \_\_\_\_\_  
Country of Citizenship \_\_\_\_\_ Native Language \_\_\_\_\_  
Years of instruction through the medium of English \_\_\_\_\_ Where? \_\_\_\_\_  
Years of formal study of the English language \_\_\_\_\_ Where? \_\_\_\_\_

**FINANCIAL SUPPORT:** Will you be requesting assistance from  
Vanderbilt University?  
Yes \_\_\_\_\_ No \_\_\_\_\_

From other sources (government or private)? Yes \_\_\_\_\_ No \_\_\_\_\_  
if your answer is yes, please indicate source \_\_\_\_\_

**Date** \_\_\_\_\_ **Signature :** \_\_\_\_\_

**C** Look at this clause from the application above: “if we do not offer the program (that) you desire,... .” The adjective clause is possible without using the relative pronoun ‘that’.

**Write at least 5 sentences in which the adjective clause is introduced without a relative pronoun. Discuss with your partner when the relative pronoun can be omitted.**

**D** What requirements do you need to fulfil before completing the preliminary application form? Make a list of these requirements.

**Focus:**

| Skills                        | Functions  | Grammar/Structure   | Vocabulary   |
|-------------------------------|--|---|--|
| Speaking, discussion, reading | Giving information, filling in a form, making a list | Impetorative sentences, adjective clauses without relative pronouns | accompany, credentials non-refundable, waive, specialization |

Lesson 7

What is life?

**Objectives:** By the end of the lesson you will have

- read some quotations
- explained attitudes
- composed a few lines of verse
- done a matching exercise

**A**     **Read and discuss in pairs the three quotations below. What attitude towards life does each of these reflect? Write at least 2 adjectives to describe the kind of person making each of these statements.**

*I came. I saw I conquered!*

*It's human nature to go, to see, understand.*

*From nowhere we came; into nowhere we go.  
What is life?  
It is the breath of a buffalo in the winter time.  
It is the little shadow that runs across the grass  
and loses itself in the sunset.*

**B**     **Look at quotation 3 again. Would a formal education change the writer's attitude to life? Discuss in pairs.**

**C**     **Read this poem.**

*What is life?*

*Life is a challenge — meet it.  
Life is gift — accept it.  
Life is an adventure — dare it.  
Life is a sorrow — overcome it.  
Life is a tragedy — accept it.  
Life is a duty — perform it.  
Life is a game — play it.  
Life is a mystery — unfold it.  
Life is a song — sing it.*

*Life is an opportunity — take it.*  
*Life is a promise — fulfill it.*  
*Life is a struggle — fight it.*  
*Life is a puzzle — solve it.*

**Now work in pairs and give an example of how life is.**

- a        a challenge
- b        an adventure
- c        a mystery
- d        an opportunity
- e        a promise
- f        a struggle
- g        a puzzle

**D        Add at least 3 more lines to extend the poem. Exchange your lines with others in your group. Decide which lines you think are the best.**

- 1        Life is a.....
- 2        .....
- 3        .....

**E        In the above poem there are responses to statements.**  
e.g. Statement: ‘Life is a challenge ‘. Response: “meet it”.

**Now match the statements in Column 1 with the responses In Column 2.**

| Statement            |                  |
|----------------------|------------------|
| 1 How are you?       | Oh, it is!       |
| 2 Isn’t it hot?      | So am I.         |
| 3 I’m a Bangladeshi. | Fine! Thank you. |
| 4 I love chocolates. | Nor can!         |
| 5 I can’t swim.      | So do I!         |

**Focus :**

| Skills            | Functions  | Grammar/Structure                        | Vocabulary  |
|-------------------|--|--|---|
| Reading, speaking | Understanding attitudes, exchanging information, expressing action | Metaphors (life is a --- -), imperatives | challenge, adventure, opportunity, struggle, puzzle |

Lesson 8

True education

**Objectives:** By the end of the lesson you will have

- read some texts
- answered some questions
- given some statistical information
- written a paragraph

**A      Read the following.**

A century ago the world’s population was only about 1.7 billion. Today it is approximately 5.7 billion, It is said that world population is growing at the rate of nearly 100 million people a year. Sociologists think that with time there will not be enough food and shelter for all, let alone education. But we believe that advancement means development and development is not possible without education. Education is the yardstick of development. Education perhaps has to be redefined. It is not only getting degrees from schools, colleges and universities but something more, something deeper, something more lasting, more humane.

**Some of the statements below are true and some false. Work with your partner to identify each and correct the false ones.**

- 1      The world population is growing at a fast rate.
- 2      Sociologists arc concerned with education only.
- 3      Education needs to be understood in a wider perspective.
- 4      Obtaining degrees is the prime objective of education.
- 5      Development and education go hand in hand.

**B      Work in pairs and try to guess the total population and rate of literacy of some countries. When you have finished your teacher will give you the figures.**

| Country    | Population | Rate of literacy |
|------------|------------|------------------|
| Bangladesh |            |                  |
| Britain    |            |                  |
| China      |            |                  |
| India      |            |                  |
| Pakistan   |            |                  |
| Sri Lanka  |            |                  |

**C      Read in pairs and discuss what you understand by the quotation below.**

Rudyard Kipling

←

“Yours is the world and every thing in it.  
What is more-you’ll be a Man, my son!”

**Work in pairs and decide on some characteristics of “being a man”.  
Why is the writer saying that being a man is more important than anything else?**

**D      Read the following.**

Our survival and the quality of our survival depends on the quality of the environment we maintain. If everyone starts today, we can make the world a better place. Our motto can be to leave the world a better place than we had found it.

**Work in groups of three to plan and write a paragraph of about 100 words on how education can help us “leave the world a better place than we had found it”.**

**Focus:**

| Skills                           | Functions                    | Grammar/Structure                 | Vocabulary              |
|----------------------------------|------------------------------|-----------------------------------|-------------------------|
| Reading,<br>writing,<br>speaking | Guessing,<br>expanding ideas | Modal verbs: may,<br>will, should | humane, motto, survival |

**Unit Ten: Entertainment**

**Lesson 1**

**Getting the best out of TV.**

**Objectives:** By the end of the lesson you will have

- read two passages on TV
  - talked about the educative functions of TV
  - written a newspaper article on the negative aspects of TV
- 

**A      Name some TV personalities. Who is your favourite TV personality? Tell your partner and say why you like him/her.**

**What is your favourite TV programme? Tell each other about it.**

**B      In pairs talk about the following and note down at least two points about each. What do you think are the good and bad effects of TV?**

**C      Read the following extract from a newspaper article on television as a medium of entertainment.**

Television has become the most common and widespread source of entertainment of the present world. A wide range of programmes of varied interest is telecast on numerous channels. Almost every middle class and even working class families have a television set today. Television programmes are not only entertaining; they can be highly educative too. For example, television is used for distance learning. Courses run by the Open University are shown on BTV. Several channels like the Discovery Channel and the National Geographic Channel telecast highly informative programmes. Watching TV, however, has become an addiction for many.

Satellite telecasting has added new dimensions to television but it has sometimes been branded as a cultural assault on developing nations. The East is being exposed more and more to Western music, entertainment and modes of life. As a result, young people’s tastes are gradually being influenced by them.

**Find out what the passage says about:**

- 1      TV as a mode of entertainment
- 2      The role of TV in education
- 3      The impact of satellite TV on society

**D      Now read this report on the use of TV in the USA.**

A major influence on American children’s lives is the television shows they watch. TV viewing statistics are staggering: 96% of US homes have at least one

television set, and children aged three to five watch an average of fifty hours of TV every week. By the time these kids graduate from high school, they will have spent more than 22,000 hours in front of the box but only 11,000 hours in school. Most research on the effects of TV on children centres round whether watching so much violence on TV makes them more aggressive. Many studies show that it does. Indeed TV watching influences children’s learning style too.  
(Adapted from: G. Ramson, Preparing to Teach Reading)

**In pairs answer the following.**

- 1
- Why are the TV viewing statistics described as ‘staggering’?
- 2
- What does research on the effects of TV on children suggest?

**E**     **Discuss and make a list of what you think are the bad effects of television that are not already mentioned in the two passages.**

**F**     **Write a newspaper article on the bad effects of television on young people in Bangladesh in about 150 words.**

**Focus:**

| Skills                      | Functions                             | Grammar/Structure                               | Vocabulary   |
|-----------------------------|---------------------------------------|---|--|
| Reading, speaking & writing | Expressing cause-effect relationships | Simple present to express state, future perfect | dimension, branded, cultural assault, staggering, aggressive |

Lesson 2

Fostering goodwill through sports

**Objectives:** By the end of the lesson you will have

- listened to an interview on sports in a radio programme
- discussed some of the salient points of the interview
- written a letter to a friend living abroad expressing your attitude to sports

**A**     **Look at the list below of famous sports personalities. Do you recognise any of them? Share your knowledge with your friends and find out what each person is/was famous for.**

Pele, Wasim Akram, Tendulkar, Klusener, Maradona,  
Sampras, Venus Williams, Saurav Ganguly, Brojen Das  
Don Bradman, Niaz Morshed, Akram Khan

**Now look at the following news captions. Try to guess what each news item is about:**

BCB XI takes first innings  
lead against MCC at  
Rajshahi

Hingis beats  
Fernandes

Agassi advances to  
final

Cullinan bids farewell  
to ODI

**Look at the captions again. What tense is used? If you wrote the Information contained in the captions in complete sentences, what tense would you use? Now rewrite the four captions above in complete sentences.**

**B Think about some popular sports in Bangladesh. In pairs talk about:**

- 1 Your favourite sport
- 2 Your favourite sports personality
- 3 Some good things about sports
- 4 Some bad things about sports

**C A newspaper correspondent is interviewing a well-known professor on sports in a radio programme. Listen to the interview.**

**Now listen again and make notes of the points made for and against sports by the professor. Compare your notes with your partner.**

**D Discuss how you feel about the following views.**

- 1 Sports and games are not good for students.
- 2 Too much interest in sports can ruin your future.
- 3 Sports foster international brotherhood.

**E Write half a page on 'the usefulness of sports' intended for parents who disapprove of sports (about 100 words).**

**Focus:**

| Skills                       | Functions                     | Grammar/Structure  | Vocabulary   |
|------------------------------|-------------------------------|--|--|
| Listening, speaking, writing | Expressing opinions and views | Present tense in news captions to express recent past, present perfect | fondness for, fostering, address, convince, captions |

**Lesson 3**

**Film buff**

**Objectives:** By the end of the lesson you will have

- read a dialogue, a letter to a columnist, and the columnist’s reply to the letter
- talked about your likes and dislikes of films
- written a letter to a friend describing a film you have seen

- A** Do you go to the cinema? If you don’t, go to Task C. If you do, tell your partner the name of the film you saw recently. What was it about?
- B** Now look at the following views about going to the cinema. How far do you agree/disagree with each of them? Give reasons for your answers with examples of some films you have seen.

Movies can be highly  
educative

Movies reflect our  
culture

Movies are not worth  
seeing these days

Only frivolous people  
go to the movies

**C      Shamim, a college student is a film buff. He is planning to go to the cinema this evening. Read this dialogue between him and Hasan, his friend.**

Shamin:            Hi, Hasan, What're you doing this evening?  
Hasan :            I'm not sure. Why?  
Shamim:           Let's go to the cinema.  
Hasan :            Sorry, I went to see Bihongo yesterday. I'd like to do something else.  
Shamim:           Let's go to see a different film this evening.  
Hasan :            Well, I usually go only about once in two & three months.  
Shamim:           Oh, you're getting old and boring, man. I go at least once a week. I see all the films that are released in town.  
Hasan :            Do you enjoy going to the cinema that much?  
Shamim:           Oh yes. Sometimes I see the same film several times. Come on, there's a fantastic film at Aloka.  
Hasan:            What's on?  
Shamim:           Titanic.  
Hasan :            Oh, I've seen that already. I don't want to see it again. Sorry.  
Shamim:           Well, Suit yourself. See you then. Bye.  
Hasan :            Bye.

**In pairs answer the following.**

- 1        What are Shamim and Hasan talking about?
- 2        What do you come to know about them?
- 3        Who of the twp boys would you identify yourself with? Why?

**Now practise two dialogue in pairs.**

**D      Read the following letter from Mita's column in The Rising Sun and Mita's reply to the letter.**

|  |  |
|--|--|
| Dear Mita,<br><br>I am a 16 year old girl studying in Class XI I am crazy about films. I watch films on TV and keep thinking about what I have seen. And I always dream about film stars. As a result, I cannot concentrate on my studies. I don't know what to do.<br><br>Worried | Dear Worried,<br><br>This is nothing unusual for a girl of your age. Most of us have gone through this stage. It is however important to balance this habit so that it does not disrupt normal life. Perhaps you are watching too many films and not doing anything else. At your age, you need to be involved in different activities to keep your mind and body healthy. Follow a normal routine of studies, sports or some sort of exercise and watching films too. Also as you grow older you will gradually get over it. I don't think you have much to worry about really.<br><br>Mita |
|--|--|

**In pairs discuss the following.**

- 1
- What is Worried’s letter about? How do you feel about her problem?
- 2
- How do you like Mita’s reply? Can you suggest any other ideas?

**E Write a letter to your pen-friend describing a recent film you have seen and enjoyed very much.**

**Focus:**

| Skills                     | Functions                     | Grammar/Structure                              | Vocabulary   |
|----------------------------|-------------------------------|--|--|
| Reading, speaking, writing | Expressing likes and dislikes | I like + gerund /noun, I dislike + gerund/noun | film buff, crazy about, fantasy, concentrate on; worry about |

**Lesson 4**

**Entertainment through the ages**

- Objectives:** By the end of the lesson you will have
- discussed some types of entertainment from the past and present
  - read a passage about the changes in modes of entertainment
  - written a report about changes in the mode of entertainment

**A In pairs talk about some common forms of entertainment in the past.**

**Then note down some common forms of entertainment today. Briefly discuss which of these are popular with young people and which with older people.**

**B In pairs fill in the following chart with items from the box below it.**

| Forms of Entertainment |      |         |                |
|------------------------|------|---------|----------------|
|                        | Past | Present | Past & Present |
| Sports                 |      |         |                |
| Music                  |      |         |                |
| Dance                  |      |         |                |
| Others                 |      |         |                |

concert, jarigan, hadudu, circus, palligeeti, gono sangeet, cricket, street theatre, disco, dance performance, jatra, cock fight, football, TV, snake charming, radio, cinema, theatre, puppet show, bullfighting, gramophone, wrestling, boat racing

**C      Read the following article that appeared in an English newspaper. The article deals with entertainment over the years.**

There have been significant changes in the types of entertainment over time. Many of these no longer exist. Even if they do, people keep looking for newer forms of entertainment. Thus snake charming, puppet shows, jatra, jarigan, sharigan and kabigan which were common forms of entertainment in the past, have almost lost their appeal. Radio, which used to be a good source of entertainment in the past, is now giving place to television and to satellite channels in particular. The entertainment business, like other spheres of life, is getting westernised day by day. Folk music or palligeeti is now sung with western instruments. At the same time, modern music is now fusing melodies from folk and traditional songs. In general, band and pop music is becoming more and more popular, particularly among the young generation.

Sport has become a great source of entertainment today. Football, which used to be the most popular spectator sport in Bangladesh, is gradually being replaced by cricket as a popular form of sports entertainment.

**D      Write a summary of the changes mentioned in the passage. In pairs discuss how you feel about these changes. Are they good or bad?**

**E      Write a letter to *The Rising Sun* expressing your views on recent changes in forms of entertainment for young people.**

**Focus:**

| Skills                     | Functions                                      | Grammar/Structure  | Vocabulary                                      |
|----------------------------|--|--|---|
| Reading, speaking, writing | Expressing likes/dislikes, expressing attitude | Relative clause with which/that, link words: thus, at the same time, as a result | modes, entertainment, fusing, spectator, sports |

Lesson 5

The sound of music

- Objectives:** By the end of the lesson you will have
- talked about some types of music
  - talked about some popular singers
  - written short introductions about certain types of music
  - written a paragraph about the differences between Bangladeshi and western music
- 

**A** Look at the following items in the box below and in groups tell each other what you know about them. Write two or three sentences about each.

classical music, pop music, modern song,  
Tagore song, folk song, Nazrul song

**B** Which of the items in task A do you like best? Why? Tell your partner about it.

**C** What is your opinion of the following views on music?

Music softens the mood

Music is the food of love

Music soothes a troubled mind

**Do you have other views on music? Share your views with the class.**

**D** Can you name some well-known singers in Bangladesh? Tell your partner some details about one of them.

**E** Do you know any of the following musical instruments? In pairs try to find out which type of music each is used for.

the harmonium, the guitar, the drum, the flute,  
the violin, the tabla, the dotara, the keyboard

**F** Here are some different kinds of folk songs of Bangladesh. Share your ideas and describe the main characteristics of each.

- |              |              |            |
|--------------|--------------|------------|
| 1 Palligeeti | 2 Lalongeeti | 3 Bhatiali |
| 4 Bhawaiya   | 5 Gambhira   | 6 Marfoti  |

**G** Every country has its own traditional music or musical culture. Discuss how Bangladeshi music is different from western music. Now write a paragraph (about 100 words) on this difference.

**Focus:**

| <b>Skills</b>                                  | <b>Functions</b>          | <b>Grammar/Structure</b>  | <b>Vocabulary</b>                           |
|--|---------------------------|---|---|
| Speaking,<br>listening,<br>reading,<br>writing | Comparing,<br>contrasting | Language of<br>comparison:<br>similar to, same as,<br>like, somewhat<br>similar, different from,<br>poles apart | soothes, characteristic,<br>musical culture |

Unit Eleven: Cultures Around the World

Lesson 1

Cultural patterns

- Objectives:** By the end of the lesson you will have
- talked about culture and cultural differences
  - read a passage about culture
  - written a short passage about Bangladeshi culture
- 

**A** Think of the word ‘culture’. Write down five words that come to your mind regarding culture. In pairs/groups compare the words you have written, talk about the words, and include some more if necessary.

Note down a few things that make up culture (i.e. what the components of culture are).

**B** Read the following definitions of culture, and discuss what you feel about them. Do you think these definitions are adequate?

Culture is to know the best that has been thought and said in the world

Culture is a complete picture of life

Say which of the things in the following box can be included within culture?

food habits, manner of eating, dress, concept of time, marriage customs, moral values, system of education, transport system, language, religion, science and technology, computers

Add anything else you think are important elements of culture.

**C** Now look at the following questions and try to find answers to them from the passage that follows.

- 1 How does the passage define culture?
- 2 Do all countries have the same culture?
- 3 What do the examples in the passage show about cultural differences?

A society’s culture is made up of all of its ideas and ways of behaving. Language, music, ideas about what is bad and good, ways of working and playing, and the tools and other objects made and used by people in the society — all these are part of a society’s culture. As studying a person’s repeated actions is a good way to find out about that person, studying the important patterns of an entire society is a way to learn about the culture of that group. Patterns of behaviour and action vary from individual to individual, class to class, society to society and country to country. These differences are referred to as cultural differences. What is an appropriate mode of behaviour in one culture might prove inappropriate or even rude in another culture. For example, when Latin Americans talk to each other, they stand about 18 to 12 inches apart, measured nose to nose. To stand further away from each other while talking seems unfriendly, to them. In some Arab countries too, the proper and polite distance for a conversation is to be close enough to feel the other person’s breath. But in British or American society, getting so close during a conversation is considered inappropriate.

**D**     **In pairs, try to find out some differences between our culture and cultures of other countries (e.g. India, Japan, China, Malaysia, Britain, USA, etc). Exchange your ideas with other pairs. Then write down five sentences stating these differences.**

*e.g. In Bangladesh, we eat with our fingers but in China, they use chopsticks. In Britain and the USA, people eat with knives & forks but .....*

**E**     **Write a short passage on ‘Bangladeshi culture’ and how it is being influenced by exposure to other cultures.**

**Focus:**

| Skills                     | Functions                                       | Grammar/Structure  | Vocabulary  |
|----------------------------|---|--|---|
| Speaking, reading, writing | Describing behaviour/ ways of living, comparing | Adjectives — polite/impolite, friendly/hostile/ indifferent, late/punctual | nose to nose, pattern, polite distance, appropriate |

## Lesson 2

### Changing dress patterns

**Objectives:** By the end of the lesson you will have

- talked about patterns of changes in dress
  - read a passage on dress codes
  - written a class task on the changing patterns of dress in Bangladesh
- 

**A Make a list of the clothes you and other members of your family wear at home. Compare your list with your partner's.**

**B Read the following passage about dressing in different places.**

In Kuwait, men and women wear their traditional dress most of the time. For men, this consists of a long robe and a piece of cloth covering the head. For women it is similar though generally they wear a veil. Foreign male visitors usually wear lightweight cotton trousers and white shirts with short or long sleeves. Men often wear sandals during the day though rarely in the office. They wear a jacket and a tie for social occasions, but when it is really hot, it is usual to take off the jacket. Foreign women visitors usually wear long, loose clothing which cover their neck and arms.

The Swedes are very interested in clothes and are less formal now than they were in the past. People usually dress well in public and wear bright colours. In Sweden, winters are very cold, so overcoats and ski jackets are common. Men wear business suits for work, with a shirt and a tie and women often wear trousers. People often carry a spare pair of shoes because they need boots outside. Children and teenagers are more casual than their parents. For school, they wear jeans and T-shirts.

Traditional dress in India for women is the sari and for men the achkan suit. The sari has its own distinctive style depending on which part of India it comes from — every region has its own special colours, patterns and style. The men wear heavy and expensive achkan suits on formal occasions but normally they wear the kurtha suit, a light, long, loose shirt and light trousers. Indian people wear lighter colours as they grow older, and at funerals, white is the usual colour to wear. Many people, however, wear western-style clothes these days, particularly to work. Young people here too are as casual as young people all over the world with their jeans and T-shirts.

Now refer back to the passage and answer the following questions.

- 1       What does the passage say about dress codes of nationals and non-nationals in Kuwait?
- 2       What does it say about dressing in Sweden?
- 3       How do women and young people in India dress? Can you name some other types of clothing not mentioned in the text that are also worn there?

**C       Talk about the following in pairs.**

- 1       What is our national dress?
- 2       What is the traditional dress for men and women in Bangladesh?
- 3       What do young people in our country usually wear nowadays?
- 4       Do you find any differences in modes of dress between rural and urban people?

**D       Choose one piece of clothing worn commonly in Bangladesh. How would you describe it to a foreigner who has never seen it before?**

**E       Write a newspaper article on the changes in clothes fashion among young people in Bangladesh over the past decade.**

Focus:

| Skills                     | Functions             | Grammar/Structure   | Vocabulary                               |
|----------------------------|-----------------------|---|--|
| Speaking, reading, writing | Describing, comparing | Verbs — to wear, put on, dress in, adjectives — fashionable, formal, casual, comparatives | distinctive, overcoats, spare, occasions |

**Lesson 3**

**Food habits and ways of eating**

**Objectives:** By the end of the lesson you will have

- talked about food habits and ways of eating
- read a short passage and compared and contrasted ideas with the situation in Bangladesh
- written a letter providing information

**A     Make a list of the things you usually eat at home. What are the kinds of food people commonly eat in Bangladesh? List 10 items.**

**Look at the following items and say which of them are Bangladeshi, which of them are western and then which are common to both.**

rice, dal, potatoes, tomatoes, polao, salmon, ruhi, fish and chips, tandoori chicken, vegetable rolls, kentucky fried chicken, chips, burger, sandwiches, noodles, pizza, prawn malai curry, dossa, biryani, rice cakes, yoghurt, biscuits, buns, dates, chocolate

**B     Now read the following passage about eating habits in Britain.**

British eating habits are very different now from thirty years ago. No longer are tastes confined to roast beef, mint sauce and Yorkshire pudding (which in fact is not a pudding at all). People travel more and are learning to enjoy food from many different countries. In most towns there are Italian, Chinese and Indian restaurants but in big cities you can also eat Japanese, Thai, Korean and Malaysian food. These restaurants are often cheaper than European restaurants and many people find the food more interesting. Indeed supermarkets now offer a wide range of multi-cultural, ready-to-cook foods to try at home.

Take-away food is also very popular in Britain. Many people think that the idea of take-away meals comes from the USA, but in fact it comes from Britain. The original British take-away meal was fish and chips and there are still fish'n chip shops in places, as well as joints that sell fast food like pizzas and hamburgers.

In Britain most people use knives and forks for eating. In some countries, for example, China, Japan, Korea and Taiwan, people use chopsticks. In many other countries as in the Indian sub-continent, people use their fingers.

**Refer back to the passage, and find out what it says about British eating habits.**

**C     In pairs, discuss the following.**

- 1     What food do people usually have for breakfast, lunch, and dinner in Bangladesh? Are there any differences between urban and rural eating habits?
- 2     What is 'fast food'? Name some fast foods that are now becoming popular in our country.
- 3     Name some foreign foods that are becoming popular in our country.
- 4     Do you notice any change in food habits nowadays? e.g. 'ruti' or 'chapati'. which was not a popular item in the past, has now become a common food item in urban life. Mention any other changes.

**D      Write a letter to an English pen-friend about the changes in young people’s food habits in Bangladesh and mention some of the western items that are becoming popular.**

**Focus:**

| Skills                     | Functions                   | Grammar/Structure  | Vocabulary   |
|----------------------------|-----------------------------|--|--|
| Speaking, reading, writing | Describing habitual actions | Present tense for habitual action, to be + used to + gerund... | fast food, multi- cultural, ready-to-eat, take-away, pizza, hamburgers |

Lesson 4

Food habits in some other countries

**Objectives:** By the end of the lesson you will have

- talked about food habits and ways of eating
- read a short passage for specific information and for inferencing
- done a short writing task

**A      Think for a while and say what the main meal in Bangladesh is — lunch or dinner. Why? What kinds of things do we eat then? Choose one and decide how you would describe it to a non-Bangladeshi.**

**B      Now read the following passages about eating habits in some other countries.**

**Meals in Britain**

Most families have three meals a day but if members of the family are working or studying, lunch is more likely to be eaten outside the home during the week. Breakfast usually consists of cereal, toast and tea or coffee. The traditional breakfast of eggs, sausages, bacon, tomato and mushrooms accompanied by toast with butter, jam and marmalade is either dying out or reserved for a relaxed weekend morning. Lunch can be a light meal of sandwiches or fruit, although this may be different during weekends. Sunday lunch is often the most important meal of the week when a cooked meal is served at midday, instead of in the evening, and the whole family eats together. On other days, the main cooked meal is usually in the evening. Before going to bed (much later), some like to have a hot drink and biscuits.

### **Eating in the USA**

All over the world, people who live healthy and happy live on one meal, even two or four. Americans, however, generally eat three meals a day. It is not for any biological reason, but mainly because it is a pattern of eating Americans have followed for hundreds of years. As American society is geared to this three-meal system, they get hungry at the ‘right’ time. Work and school schedules are made keeping this pattern in mind. Those who prepare food know when to begin so that it will be ready when it is wanted.

#### **Read the text again and say:**

- 1      What do the British usually have for breakfast? Why do they eat so simply?
- 2      Where do people in Britain have their lunch?
- 3      What is the most important meal of the week in Britain?
- 4      Why is the word “right” in the second passage put within quotation marks?
- 5      How have eating habits influenced life in America?

**C      In pairs discuss the differences in eating habits and meal times of rural and urban people in Bangladesh.**

**D      In pairs, write a short passage on the similarities and differences between the patterns of eating in Britain and that in Bangladesh.**

#### **Focus:**

| <b>Skills</b>              | <b>Functions</b>          | <b>Grammar/Structure</b>   | <b>Vocabulary</b>  |
|----------------------------|---------------------------|--|--|
| Speaking, reading, writing | Comparing and contrasting | Habitual use of present simple, like/unlike ..... It's different from... | weekend, accompanied by, biological, geared to, marmalade, schedules |

## Lesson 5

### Changing norms of behaviour

**Objectives:** By the end of the lesson you will have

- talked about some norms and values in Bangladesh
  - read a short passage on traditional values
  - done a short writing task on the changing role of woman
- 

**A** **Think for a while and note down some points about how people in our society expect you to behave with others. e.g. Say how you should behave with your parents, with elderly people, with neighbours, with teachers in school etc.**

**In pairs discuss the following.**

- 1 How acceptable is it in our society to disagree with our parents?
- 2 How independent are you in taking decisions about your own career?
- 3 How important is it to show respect to teachers in our society?
- 4 If you disagreed with your teacher in the classroom, would that mean you are being disrespectful?

**B** **Here are some expressions that parents in Samoa use as codes of behaviour for their children. Read them carefully and, in pairs, say how far they apply to behavioural norms in Bangladesh.**

- Don't be disobedient to your elders!
- Don't try to act like you know it all!
- Don't be so stingy. You should share your food with others!
- Don't act like you're a big chief!
- Don't think you're better than everyone else!
- Don't try to be the top in everything you do!
- Don't try to attract all the attention!
- Don't try to act like a European! -
- Stop trying to be a big boss!

**C** **Read the following passage and answer the questions that follow.**

What is the role of men and women in our society? The common answer would be that a man is the guide, protector, and provider for his wife and children. A woman's role is that of wife, mother and homemaker. It was a common early belief that men should be the bread-winners and women should be busy at home preparing food. In addition, women would give birth to and bring up children. A woman had to be feminine which meant she had to be soft, weak, submissive, and

dependent on men for her care and protection. More than anything else, it was held that women lacked competency and efficiency. But women have proved this otherwise throughout the world including Bangladesh.

- 1       What are the traditional views of the role of women held in our society’?
- 2       What do you think the role of women in our society should be nowadays?

**Discuss in pairs and write down at least three examples.**

**D       Now write a short article for a newspaper about the changing role of women in society and how young people like you can encourage and support this change.**

**Focus :**

| Skills                               | Functions                                    | Grammar/Structure                                  | Vocabulary                                      |
|--------------------------------------|--|--|---|
| Speaking, intensive reading, writing | Describing norms and values, giving opinions | How do you feel about...?<br>What do you think of? | submissive, - dependent, competency, efficiency |

**Lesson 6**

**Visiting Bangladesh: tips for foreigners**

**Objectives:** By the end of the lesson you will have

- talked about food habits and manner of eating
- read some information about customs in Bangladesh
- done a short writing task

**A       In pairs talk about what we say or do:**

- when we meet a friend
- when we meet our teachers
- when we meet our boss
- when we meet a subordinate in the office
- when we meet an elderly person

**B      Here are some tips for foreigners about Bangladesh. Read them.****At the airport :**

At the airport, there are taxis, and auto-rickshaws called babi-taxis, but you have to bargain for the fare. They demand three/four times more than the usual fare, even more when they see foreigners, especially Europeans. Taxicab services have been introduced but many taxis do not use meters and therefore you may be overcharged.

**Driving:**

It is difficult to drive in Bangladesh if you have no experience of driving here. Drivers change lanes frequently. As a foreigner you might find lane-changing without signals quite distressing. Many people do not follow traffic signals. Rickshaws and babi-taxis move in and out in a zigzag course and try to push through wherever they find some space. Moreover, pedestrians cross over whenever and wherever they wish. All these make driving in Bangladesh a nightmare experience.

**Friendliness:**

Hospitality has long been a part of our culture in Bangladesh. Although many other things are changing now, people are still quite polite and friendly towards foreigners. They like speaking to foreigners even if they have not been introduced. It is quite common for Bangladeshis to ask personal questions about family, jobs and income which visitors from overseas might find awkward. However it should be understood that no harm is meant by such questions on the other hand, they express genuine interest in the foreigner's state of affairs!

**Shopping :**

There are shops in most localities of small and big towns which sell both local and imported goods. There are some modern shopping centres with large department stores in the big cities while some air-conditioned, self-service shops have also appeared. In the local markets, traditional haggling is still rampant. However, if you are a foreigner, you do not stand a chance to win. Even if you have managed to reduce half the asking price and are feeling very pleased with yourself, chances are that you have probably paid double the normal price.

**Transport system :**

The whole country has a fairly good communication network now. Anybody can travel to most places now by bus or train. The major cities have air links too. Some cities have regular flights, in most cases more than one flight, from and to Dhaka. However time schedules are not often maintained strictly and there may be disruptions due to unforeseen causes.

**E-mail and Internet services:**

Cyber cafe have opened up in the major cities which provide internet services including e-mail quite cheaply to everyone including overseas visitors. Internet services have also allowed some of Dhaka’s daily newspapers to reach readers around the world.

**C      Refer to the information above and answer the questions below.**

- 1          What does the text say about airport taxi fares in Bangladesh?
- 2          Are all Bangladeshis equally polite with foreigners and local people?
- 3          How easy is it to drive in Bangladesh?
- 4          How good is the transport system in Bangladesh?
- 5          If a foreigner wants to get in touch with someone back home quickly, where should he go?

**D      Your pen-friend, who lives in Britain, wants to visit Bangladesh. Write a letter informing her/him of important customs such as visiting someone’s house, the conventions of greeting and leave taking, and how to behave when food is offered.**

**Focus :**

| Skills                     | Functions   | Grammar/Structure               | Vocabulary           |
|----------------------------|---|---------------------------------|----------------------|
| Speaking, reading, writing | Giving information, talking about habitual action | Simple present to express state | subordinate, harmony |

Lesson 7

Etiquette in English society: tips for

Bangladeshis going to Britain

- Objectives:** By the end of the lesson you will have
- talked about differences in life styles between Britain and Bangladesh
  - read a passage about adjusting to life in Britain
  - writing tips
-

**A Discuss in pairs and note down what you know about etiquette and manners in Britain. Compare your notes with that of another pair, and add to your list if there is any new information.**

**B Now read the following information about life in Britain.**

The British have a reputation for keeping their emotions private and for being reserved in their public behaviour. There are some obvious things that people from overseas notice in British behaviour. For example, on public transport, people do not usually talk to other passengers. On meeting, people do not embrace and often simply shake hands on a first introduction. In theatres, concert halls and cinemas, audiences are quiet during performances and reactions are often restrained. None of these behaviour traits, however, need to be interpreted by visitors as unfriendliness and in general, if a visitor makes the first move to start a conversation, they will find that British people are friendly and very considerate. On the other hand, some aspects of British behaviour might seem too informal for foreigners. An example is the informal use of first names among staff holding different status at work. Although it would be a blasphemy for a student to call his/her teachers by their first names in Bangladesh, it is quite common in British colleges and universities.

Britain lies in the temperate region. In winter it is very cold and windy. You should carry warm clothes with you. Moreover, there are a number of significant differences in norms and behaviour. Here are some useful tips for those visiting Britain.

- People in Britain often socialise at home, but unless you know someone very well it is not usual to just 'drop in' without at least telephoning first to make sure that it is convenient.
- If you accept an invitation for a meal in someone's home, it is regarded as a definite appointment and it would be considered bad manners not to turn up. If you really do have to cancel an invitation, do let your hosts know as soon as possible, before they start making preparations.
- If there are certain foods that you cannot or do not eat, do let your host know in advance, in order to save embarrassment on the day.
- Whether you are visiting just for a meal or for a longer stay, it is customary to take a small gift for your host — flowers or chocolates for example.
- If you stay with a British family, you should act thoughtfully at all times. Be on time for meals. If you need to miss a meal let your host know if you are going to be staying out late so that they won't worry about you. Offer to help with household chores — your offer will probably be turned down but will still be appreciated.

- C     **From the passage above what do you come to know about British life? How similar or different are these from our patterns of life?**
- D     **One of your British friends is coming to visit Bangladesh. Write a letter giving tips on how to adjust to life here.**

**Focus:**

| Skills                               | Functions                      | Grammar/Structure                               | Vocabulary  |
|--------------------------------------|--------------------------------|---|---|
| Speaking, intensive reading, writing | Describing, making comparisons | Similarities/differences, imperatives, do/don't | reputation, concert, tips, blasphemy, trait, restrained, drop in, embarrassment, customary, appreciated |

Lesson 8

Some cross-cultural differences

**Objectives:** By the end of the lesson you will have

- talked about some cross-cultural differences
- read two passages on cultural differences
- done a short writing task

- A     **Think for a while and note down some points on the importance of lives. Then in pairs talk about our attitude towards punctuality.**
- B     **Now read the following text about attitudes to time and punctuality in different contexts. Then answer the questions that follow.**

In many places in Latin America, being 45 minutes late for an appointment is not considered late at all. In this situation an apology would not be expected. If an hour late, a person might offer a mumbled apology.

In Britain and the USA, punctuality is considered very important. The British and Americans have a reputation for punctuality and it is true that in business and academic life, keeping to time is an accepted cultural value. However, in their social life it is a bit relaxed. Whereas meeting to see a film at 8 p.m. means arriving at 8 p.m., arranging to visit someone's home for dinner at 8 p.m. probably means arriving at 8:10 or 8:20:

- 1 What do you come to know from the above passage about punctuality in Latin America, USA, and Britain?
- 2 Why would the British be more relaxed about visiting someone than meeting someone at the cinema?

**C In pairs talk about your experience about how people maintain time in our society.**

**D Read the following text about different patterns of behaviour in different places, and discuss how they are different from ours.**

In Latin America the handshake is thought of as an impersonal greeting or farewell. It is considered cold and unfriendly for two men only to shake hands if they are good friends. A somewhat more friendly gesture is the left hand placed on another man's shoulder during a handshake. An intimate and warm greeting is the double abrazo, in which two men embrace by placing their arms around each other's shoulders. During conversation a Latin American man will frequently hold the other person's arm with his hand.

In rural Appalachia when two men who are good friends meet, they hit each other on the shoulder. The happier they are to see each other, the harder they hit.

**E Here is a type of greeting in the US and UK. Read them and say whether these are formal or informal greetings.**

**USA :**

A: Hi!

B: Hi ya.

A: Warm enough for ya?

B: Yeah. Looks like rain, though.

A: We could use a little rain: Well, see ya.

B: Yeah. See ya later.

**British :**

A: Hi

B: Hi!

A: How are you?

B: Fine, Thanks, What about you?

A: I'm okay too.

**F In pairs discuss how the two dialogues above are different from a formal dialogue on meeting, and then write a short formal dialogue on a similar situation.**

Focus :

| Skills                     | Functions   | Grammar/Structure                 | Vocabulary                             |
|----------------------------|---|-----------------------------------|--|
| Speaking, reading, writing | Talking about differences, using formal/informal speech | ‘Will ‘to express habitual action | apology, gesture, embrace, complicated |

Lesson 9

Festivals and celebrations in different cultures

**Objectives:** By the end of the lesson you will have

- talked about festivals and celebrations
- read about festivals in different cultures
- rewritten a passage

A     In pairs name the main festivals in our country. How do we celebrate these festivals? List at least 5 festivals below and note down two things people do during that time.

| Festivals | How they are celebrated |
|-----------|-------------------------|
| 1         | a<br>b                  |
| 2         | a<br>b                  |
| 3         | a<br>b                  |
| 4         | a<br>b                  |
| 5         | a<br>b                  |

**B      Do you know of any festivals and celebrations in other countries? In groups, note them down in the following box.**

| Country | Festivals | Celebrations |
|---------|-----------|--------------|
| 1       | 1         | 1            |
| 2       | 2         | 2            |
| 3       | 3         | 3            |

**C      Read the following passage and answer the questions that follow.**

Different cultures all over the world celebrate events at different times of the year. These range from small family Occasions honouring such things as births, marriages and deaths to weeklong festivals involving thousands of people.

These various celebrations have their origin in history, tradition, religion and politics. Some have changed little over the centuries and reflect the traditions, values and myths of earlier generations. Some see this as a sign of society being unwilling to change and progress. Others see it as an essential way of maintaining traditions and interest in their culture.

On the other hand, other festivals have developed and adapted to change while absorbing influences from the societies in which they are held. A good example of this kind of festival is the annual Notting Hill Carnival held in August in London, which is essentially a Caribbean festival organised by the large West Indian community living in London. The flamboyant costumes, the music, dancing and the food have made it now a major tourist attraction.

There are festivals of every kind all over the world — from the Chinese New Year celebrations and the Dragon Boat festival in Hong Kong to the May day parades in European cities and the ‘Racing the Bulls’ event in Spain. One area of the world which has a rich and varied tradition of festivals and celebrations is South America. Religious and traditional festivals are frequent and involve whole communities. Mexico has its Posada and Pinata days in December each year, as well as numerous other festival or fiesta days. But the country with the most famous of all the celebrations held in the continent has to be Brazil with its spectacular Rio carnival held every February.

This carnival was introduced into Brazil by the Portuguese in 1641 to celebrate their independence from Spanish domination. The first carnival was held in Rio de Janeiro and lasted a week but was nowhere near as splendid as the current 96-hour phenomenon. Today, the carnival takes over Rio de Janeiro for four days of continuous celebration when the city explodes with music, dancing and excitement. Individuals leaving work; going shopping or simply sightseeing are

immediately caught up in the Street dancing, parades, and music, and become a part of groups taking over the streets.

These groups are perhaps the most important element of the Rio carnival. They are organised by the samba schools whose parades provide music, dancing, extravagant costumes and street decorations. These give the carnival its vitality and uniqueness. Each school tries to outdo the others by playing specially composed samba music, performing samba dances and wearing elaborate costumes. There is a prize for the best samba school and winning it is very prestigious. The schools are neighborhood associations of residents living in the suburbs of Rio de Janeiro. Each school is named after its suburb and involves from 1 to 3 thousand residents in dancing, singing and playing music in the parades. Preparations for the carnival begin almost as soon as one finishes. So, visitors to Rio de Janeiro who miss the carnival itself can see and experience the colour and atmosphere of the carnival by attending the frequent rehearsals of the samba schools preparing for the next year.

**Refer back to the passage again and answer the following questions.**

- 1        Give a title to the passage.
- 2        Name some of the festivals of the different countries mentioned in the second paragraph.
- 3        What do people do during the Rio carnival? Make a list of activities that take place.

**D        Imagine you are visiting Rio during the carnival. Write to your friend in Bangladesh telling her/him of your experience.**

**Focus :**

| Skills                               | Functions                  | Grammar/Structure   | Vocabulary  |
|--------------------------------------|----------------------------|---|---|
| Speaking, intensive reading, writing | Describing cultural events | Present simple, verbs, nouns, adjectives, adverbs to describe activity and atmosphere | unwilling, absorb, flamboyant, carnival, fiesta, spectacular, elaborate, sightseeing, prestigious |

Unit Twelve: Personalities

Lesson 1

Personalities at home

- Objectives:** By the end of the lesson you will have
- talked about some famous Bangladeshi personalities
  - read a passage
  - done a reading exercise
  - written a passage describing personalities

**A** In Bangladesh, many people have earned fame. Here are some names of those who have made their reputation in different spheres of life. Look at the following list and say who is famous for what.

Shamsur Rahman, Zahir Raihan, Abbas Uddin, Dr. Muhammad Qudrat-i-Khuda, Begum Sufia Kamal, Zainul Abedin, Firoza Begum, Jahanara Imam, Professor Muhammad Yunus

**B** Read the following passage about a person who made history by sacrificing his life for the cause of our country.

Shaheed Dr. Shamsuzzoha is considered to be the first intellectual who attained martyrdom during the pre-liberation period of Bangladesh. Following the killing of Sergeant Zohurul Haque in prison by the Ayub Khan government on 15th February 1969 (after the failure of the trumped-up Agartala conspiracy case), a flame of protest spread throughout erstwhile East Pakistan. On February 17, Section 144 was imposed on Rajshahi city. The students of Rajshahi University who had joined the protest, took out a procession in violation of Section 144 and were locked in a clash with police in front of the residence of the Principal of Rajshahi Medical College. As a result, several students were injured. On hearing this, Dr. Zoha, a professor of Chemistry and Proctor of the University, rushed to the spot and took the injured students to hospital.



Next morning, on February 18, tension grew on the campus. The students were preparing to violate Section 144 again. The armed forces were deployed in front of the University main gate, which was kept locked to prevent the agitating students from going out. The students however started to jump over the gate and to scale the walls.

Seeing this the teachers requested the guard on duty to open the gate. Meanwhile the students doused a parked army jeep with kerosene and set it on fire.

The armed forces started to take up their positions against the students. Dr. Zoha repeatedly requested the officers, "Please, don't open fire, my students will go back now." But when the army officers refused to pay any heed to him, he declared, "Your bullets will pierce my heart first before they hit any student." The situation deteriorated further and at one point Dr. Zoha was shot in the back at 11 in the morning. Later, he was bayonet-charged too. Bleeding profusely, Dr. Zoha was taken to Rajshahi Municipal office which was used as a Jail by the Pakistan Army and was kept untreated there till 3. 30 p.m. He was eventually shifted to the operation theatre but he breathed his last at 4 p.m.

- 1       What do you come to know about Dr. Zoha as a man? Use 3 adjectives to describe him and his actions.
- 2       Try to guess the meaning of the following words and expressions used in the passage.

martyrdom, trumped-up, violating, deployed, doused, deteriorated, rushed, jumped over, profusely, eventually.

**C       Read the following paragraph on Dr Zoha’s life. Some words are missing. Supply those missing words.**

Dr. Zoha was \_\_\_\_ in Bakuria in West Bengal. He passed \_\_\_\_ matriculation and intermediate examinations \_\_\_\_ 1948 and 1950 repectively \_\_\_\_ distinction. He \_\_\_\_ his Honours and MA degrees in Chemistry in 1953 and 1954 \_\_\_\_ Dhaka University. He did his Ph.D. and D.I.C \_\_\_\_ Imperial College, London. Dr. Zoha \_\_\_\_Rajshahi University as a lecturer \_\_\_\_ 23 February 1961. He took up the \_\_\_\_ of proctor on 16 April 1958, He spoke English, Hindi and Urdu very\_\_\_\_.

**D       Write a paragraph about a martyr of the liberation war from your own locality/town/ district.**

**Focus :**

| Skills                     | Functions   | Grammar/Structure                | Vocabulary   |
|----------------------------|---|----------------------------------|--|
| Reading, speaking, writing | Narrating past events, evaluating actions gap-filling | Simple past tense, passive voice | adjudged, erstwhile, locked in, rushed, deployed, doused, breathing one’s last |

Lesson 2

National heroes: our martyred intellectuals

**Objective:** By the end of the lesson you will have

- talked about our war martyrs
- made predictions about content from the title
- listened to a poem and discussed it
- written a newspaper article

**A** In pairs discuss what the word ‘intellectual’ means. Name some leading intellectuals of our country.

Who of the following would you consider an intellectual?

a politician, a school teacher, an industrialist, a banker, a customs official, a police officer, a university teacher, an engineer, a doctor, an architect, a farmer, a creative writer, a journalist.

What does the word ‘martyr’ mean? Which day is the ‘Martyred Intellectuals day’? Why were these intellectuals killed?

**B** Look at the following pictures and in pairs try to identify the pictures of the martyred intellectuals of our liberation war. In pairs discuss what you know about each of them.



**C** You are going to listen to your teacher reciting a poem entitled “For the Fallen”. Before that, look at the title. What do you think the poem is about? In pairs, note down a few points the poem might deal with. Share your ideas with others.

- D     **Now listen carefully to the recitation by your teacher and answer the following questions.**
- 1

Check how far the predictions you made about the poem are right.
- 2

Discuss the main idea contained in the poem.
- 3

In pairs discuss how the poet feels about ‘the fallen’. What words and expressions in the poem show the poet’s feelings?
- 4

Explain the line “They sleep beyond England’s foam”. Do our martyrs sleep beyond Bangladesh?
- E     **In pairs discuss how you feel about the martyred intellectuals and other martyrs of our liberation war. Use at least five adjectives to describe your feelings.**
- F     **Talk in pairs and then write a short paragraph about what the role of intellectuals should be in the present situation of our country.**

Focus :

| Skills                       | Functions                              | Grammar/Structure                                | Vocabulary  |
|------------------------------|--|--|---|
| Listening, speaking, writing | Making predictions, describing actions | Modals: may, might, could, should, passive voice | the fallen, solemn, desolation, glory, mingle, foam |

Lesson 3

Rabindranath Tagore

- Objectives:** By the end of the lesson you will have
- talked about some of Tagore’s work
  - translated some verses
  - extracted specific information from a text

- A     **You have certainly read Rabindranath Tagore’s poetry. In pairs discuss and note down some features of his poems.**
- Also discuss and write down the following.
- 1

Give 3 titles of Tagore’s poems.
- 2

Name 2 novels and 2 short stories by Tagore.
- 3

Give the first two lines of one or two common Tagore songs and, translate them into English. (Remember our national anthem is a Tagore song)

**B Read the following text.****Young Rabindranath in London**

Rabindranath, the fourteenth child of Debendranath and Sarada Devi Tagore, went to school early and wrote his first verse at the age of eight. At the age of seventeen, in 1878, he arrived in London, on his way to Brighton, to join his brother's family and attend school there. London made a poor impression on him. He described it as a dismal city, smoky, foggy and wet, with everyone jostling and in a hurry.



Though he was happy in Brighton, a friend of the family persuaded his brother to send him to London in order to benefit from his education in the West. He was put up in a lodging-house facing Regent's Park but later moved to the house of a professional coach, a Mr Scott, as a paying guest.

Young Tagore joined London University where he attended Henry Morley's lectures in English literature and read *Religio Medici* and Shakespeare with him. He often visited the Houses of Parliament and listened to Gladstone and John Bright's debates on Irish Home Rule.

Away from the home of his brother's family, he was lucky to find a friendly English family with whom he spent some time, but not without some initial opposition from the two daughters in the family, who were rather taken aback with the presence of a 'blackie' in the house and went away to stay with relatives. They returned only after being reassured that the stranger was harmless. Dr and Mrs Scott, the girls' parents, in fact, treated him like a son.

In 1880 Rabindranath was called back to India. His letters, full of admiration for English society, made his family think again about the wisdom of letting him loose in England alone. He returned home without any qualifications of distinction.

[Source: The Graphic: 23 June 1923]

**C Read the passage again and answer the following questions.**

- 1 Why did Tagore go to England?
- 2 How did he spend his time in London?
- 3 Why did the Scott girls leave their house? What do you think of their behaviour?
- 4 What did Tagore think of London and of English society in general?
- 5 Expand the idea contained in the phrase "the wisdom of letting him loose in England alone?"

**D Do you think his two years stay in England at that age had any influence on Tagore's life? If so, discuss in pairs and share your ideas with the class.**

**D** Write a paragraph in about 10 sentences on any of Rabindranath’s writings for your college magazine. You can start to write.

**Focus:**

| Skills                     | Functions                                | Grammar/Structure  | Vocabulary  |
|----------------------------|--|--|---|
| Speaking, reading, writing | Evaluating actions, justifying behaviour | Past tense as narrative, expressing understanding: ‘I can understand why they left the house.’ | dismal, impression, persuade, taken aback, distinction’ |

Lesson 4

The man behind the Shaheed Minar

- Objectives:** By the end of the lesson you will have
- read a passage for detailed information
  - identified and used relative pronouns in complex sentences
  - written a passage

**A** Name some famous artists and architects of our country.

**Discuss what you know about the history behind the Central Shaheed Minar. Who was the architect? What do you know about him?**

**B** Read the following text and answer the questions below it.

Hamidur Rahman was the man who gave shape to the concept and design of the Shaheed Minar, by combining all the aspirations of Bengali identity and nationalism. He was the first art student of Bangladesh who in the 1950s went to Europe and studied at "Ecole de Beaux Art" in Paris. He was the pioneer of the new painting movement in the then Pakistan. But he is most remembered for his remarkable design of the Central Shaheed Minar.

When Hamidur Rahman was assigned to make the design, he was full of enthusiasm focussing on the language movement as the central concept. He wanted to find a new expression to convey the aspirations of the people. He



experimented with basic horizontal and vertical forms to bring out the concept of Bengali solidarity and unity for their national identity. The vertical lines of his design provided the manifestations of inner strength. The four columns on both sides of the central structure reflect the balance and harmony of a united stand.

The original design had included stained glass, with hundreds of eyes, through which the sunlight could pass. The marble floor was to reflect the moving shadows of the column in an unending process of revolt from dawn to dusk. In the basement of the Minar he had designed a grand fresco work of 1500 square feet, depicting the language movement. This was to be his masterpiece, again reflecting the theme of geometric horizontal and vertical motifs of unity and strength.

Rahman was fully conscious of the tropical damp climate of Bangladesh and therefore worked out such materials for the Minar that would withstand the climate. He ensured that the columns be made of such mixture of iron rods and cement as to stand for centuries. Today the Shaheed Minar is a symbol of freedom, strength and unity.

In 1989, Hamidur Rahman passed away. He is no more with us but we remember him with great admiration and pride.

- 1 What does the passage say about Hamidur Rahman's education and specialisation?
- 2 What do the vertical lines and columns of the Shaheed Minar suggest?
- 3 Explain the expression "...combining all the aspirations of Bengali identity and nationalism" (lines 1 and 2).

**C Identify the relative pronouns in this text (e.g. who gave shape in line 1). Now make 5 separate sentences with these relative pronouns.**

**D Write a wall poster for your college explaining the significance of the Shaheed Minar in our national culture.**

Focus :

| Skills                           | Functions                 | Grammar/Structure                       | Vocabulary  |
|----------------------------------|---------------------------|---|---|
| Reading,<br>speaking,<br>writing | Talking of<br>achievement | Simple past tense,<br>relative pronouns | concept, identity,<br>nationalism, pioneer,<br>enthusiasm, expression,<br>aspiration, solidarity,<br>harmony, motif, tropical<br>climate, masterpiece |

Lesson 5

Wole Soyinka

**Objectives:** By the end of the lesson you will have

- talked about some non-native Writers writing in English
- read a passage to extract specific information
- written a short article on the effects of western civilisation

- A
- Mention any Bangladeshi author writing in English. In pairs discuss and note down some Asian writers writing in English.
- B
- Do you know of any African creative writers who have produced works in English?
- C
- Read the following passage about one African writer and answer the questions below it.**

Wole Soyinka (1934— ) is a Nigerian playwright and poet writing in English. He was instrumental in the development of a Nigerian theatre. Soyinka was, born in Abekuta on July 13, 1934. He was educated in Ibadan University, Nigeria and Leeds University, England. He studied the theatre in London, where his play The Invention was produced. He returned to Ibadan in 1960 to investigate indigenous drama forms and later that year his play A Dance of the Forests was performed at Nigeria’s Independence celebrations. He became director of the School of Drama at the University of Ibadan in 1969.

Other plays by Soyinka include ‘*The Lion and the Jewel* (1693)’, a satirical comedy in which the imposition of modern civilisation of Africa is seen as a threat to individuality and ‘*The Road* (1965)’ which has its source in Nigerian folklore. He also published *Idanre and Other Poems*, and a novel, *The Interpreters* (1964).

- 1
- What is Soyinka famous for?
- 2
- What do you come to know about his education from the passage?
- 3
- What does Soyinka mean when he says ‘Western civilisation is a threat to individuality’ in his *The Lion and the Jewel*? Do you agree?

D

In pairs discuss the positive and negative influences of western civilisation on Bangladeshi society. Then write a paragraph of 150 words about this for your college magazine.

Focus:

| Skills                     | Functions           | Grammar/Structure | Vocabulary   |
|----------------------------|---------------------|-------------------|--|
| Speaking, reading, writing | Seeking information | Passive voice     | investigate, celebration, satirical, imposition, individuality, folklore, indigenous |

Lesson 6

A scientist on a wheelchair

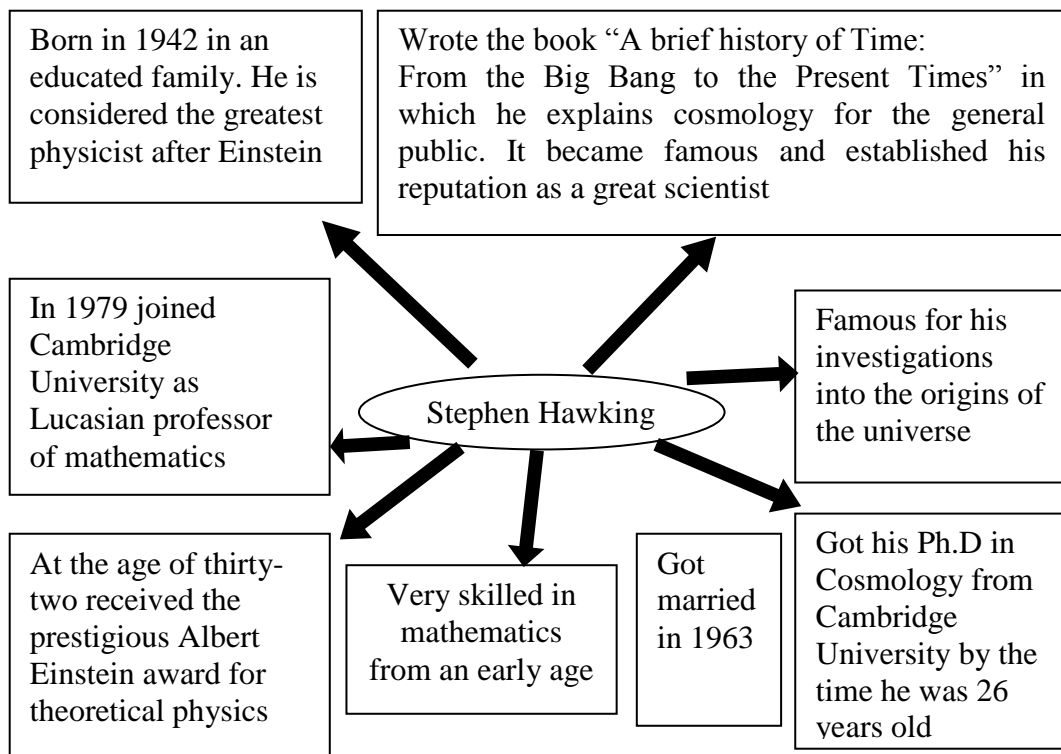
- Objectives:
- By the end of the lesson you will have
- listed names of some famous scientists of the present times
  - read about a famous scientist and answered questions based on the reading
  - completed some incomplete sentences
  - written a paragraph on scientist in own words

A

Name some famous scientists of the present time. Make a list and compare it with the person sitting-next to you. Are there any common ones Now-look at the picture of the scientist below. Can you identify him?



**B** Now read the following details about Stephen Hawking and answer the questions that follow.



### Questions:

- 1 In which year did Hawking receive the Einstein award?
- 2 In what subjects is Hawking an expert?
- 3 What established his reputation as a scientist?
- 4 How old is Hawking now?

**C      Read the rest of the story about the life of Hawking and do the exercise below.**

As his reputation as a scientist soared higher and higher, fate followed with less rewarding things. Stephen gradually started losing control over the muscles of his body as he gradually became a victim of Gehrig’s disease. Since the age of thirty, he has been confined to a wheelchair with no power to control his body except for some limited movement of his head and hands only. He can speak only through a computer with a voice synthesiser that converts his messages into sounds. But such a tremendous physical handicap has not managed to dishearten or slow him down. Stephen is still a relentless worker; using his computer to carry out research work as well as deliver lectures. He lives with his wife and three daughters and is provided with twenty-four hour nursing facilities by an American organisation for his physical well-being.

**Write if the following statements are true or false.**

- 1      When he received the Einstein award, Hawking was already a sick man.
- 2      Stephen has not given up his job as a teacher.
- 3      Stephen is unable to communicate with people.
- 4      He married when he was forty years old.
- 5      Stephen can move his hands.
- 6      Stephen had to stop his research after he fell ill.
- 7      His wife also serves as a nurse for him.
- 8      Stephen does not need the help of a nurse all the time.

**D      Complete the following sentences.**

- 1      Stephen can use a computer because \_\_\_\_\_
- 2      Common people can appreciate his genius because \_\_\_\_\_
- 3      Stephen can be heard only when \_\_\_\_\_.
- 4      Cosmology is \_\_\_\_\_.
- 5      Gehrig’s disease \_\_\_\_\_.

**E      Write a paragraph on Stephen Hawking in your own words.**

**Focus :**

| Skills                     | Functions  | Grammar/Structure           | Vocabulary                                  |
|----------------------------|--|-----------------------------|---|
| Intensive reading, writing | Organising ideas, sifting out information, narrating | Link words showing sequence | soared, dishearten, synthesiser, relentless |

Unit Thirteen: We and Our Rights

Lesson 1

Children have their rights

**Objectives:** By the end of the lesson you will have

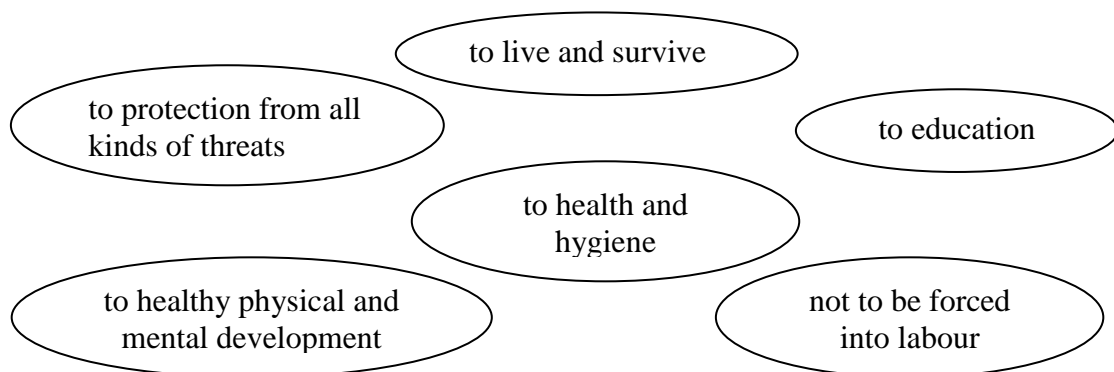
- read about child labour and matched two columns
- read a description of some children and discussed what deprived of
- inserted articles in appropriate places
- written a report for an English magazine

**A** We constantly see young children working for a living around us. What are your feelings about them? Discuss in pairs and write 3 sentences.

**B** When does labour become negative for a child? Match a negative effect in column A with the kind of job in column B.

| A  | B  |
|--|--|
| Negative effect related to the work  | Type of work   |
| <div><div>– fill time job from a tender age</div><div>– very long working hours</div><div>– involves too much physical pressure</div><div>– lives and works in insanitary unhealthy conditions</div><div>– insufficient wages</div><div>– too much responsibility incommensurate with age of the child</div><div>– too much mental pressure</div><div>– hampers opportunity of education</div><div>– is against the dignity and self-esteem of the child</div><div>– hampers physical and mental development</div><div>– hazardous for the child</div></div> | <div><div>– domestic servant.</div><div>– garments worker</div><div>– brick clinker</div><div>– vegetable hawker</div><div>– garbage collector</div><div>– day labourer</div><div>– railway porter</div><div>– tempo helper</div><div>– rickshaw-puller</div><div>– beggar</div><div>– guerilla fighter</div><div>– welder at workshop</div></div> |

**C** Children do not have much knowledge of the world and need to be protected. The Geneva Convention of the United Nations therefore identified some basic rights of the child. These are given below. Discuss with your partner and explain each of them.



**D** There are pictures of two children and some descriptions given below, Match a description to the child and write his/her name under the picture, then work in pairs and discuss what kind of rights the child is deprived of in each case. Do the same for the three other children.



**RAHIM** 12 years, works as a porter in a railway station. He has to compete with other adult porters and sometimes gets beaten up by them if he is preferred by the passengers. He lives and sleeps at the railway station with other little boys like him. He gets half the amount paid to the adult porter because he cannot carry very heavy baggage.

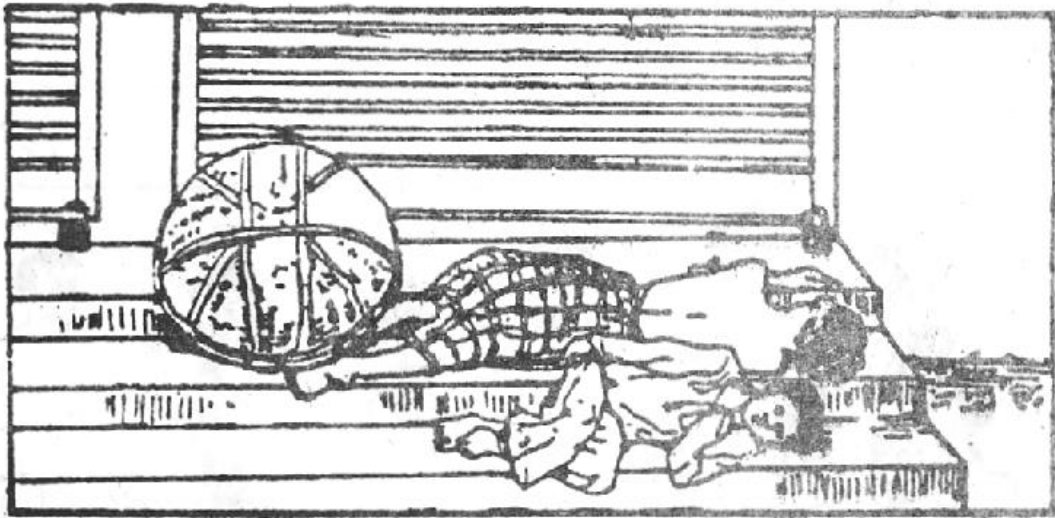
**NRIPEN** 10 years, is a handloom weaver in Nepal. He is kept chained to the loom to keep him from running away. He works 10 hours a day six days a week and is allowed only half an hour lunch break.

**FARIDA** 8 years, works as a domestic servant. She makes tea, cuts vegetables, sweeps the floors, runs errands for the whole family, She is not allowed to go out of the house at any time of the day. The family locks her inside the house when they go out. She gets food and clothing and a meagre wage but no education or holidays.

**SHAFI** 5 years, now lives at a Children’s Home. He cannot remember his parents because at age three, he was kidnapped and sent to the Middle East to be used as a camel jockey. He used to be tied to a camel in camel races so that his terrified screams would make the camel run faster. He was rescued by a Human Rights group and brought back to Bangladesh.

**KHAIRUNNESSA** 13 years, lives with her parents in a village. She is third among two brothers and two sisters. Her brothers go to school but her parents think she is more useful at home. Her father, a rickshaw-puller is looking a suitable groom for her so that he has one mouth less to feed. Her youngest sister is only one year old and Khairunnessa takes care of her the whole day.

**E** Now look at the following picture and write a report on “Street Children in Bangladesh” to accompany it in The Rising Sun. (150 words)



**Focus :**

| Skills                     | Functions  | Grammar/Structure   | Vocabulary                                |
|----------------------------|--|---|---|
| Speaking, reading, writing | Describing, analysing situations, expressing feelings/reactions, writing reports | Nouns, adjectives for describing/narrating, cause-c fleet, words to describe feelings | threats, deserted, errands, jockey, groom |

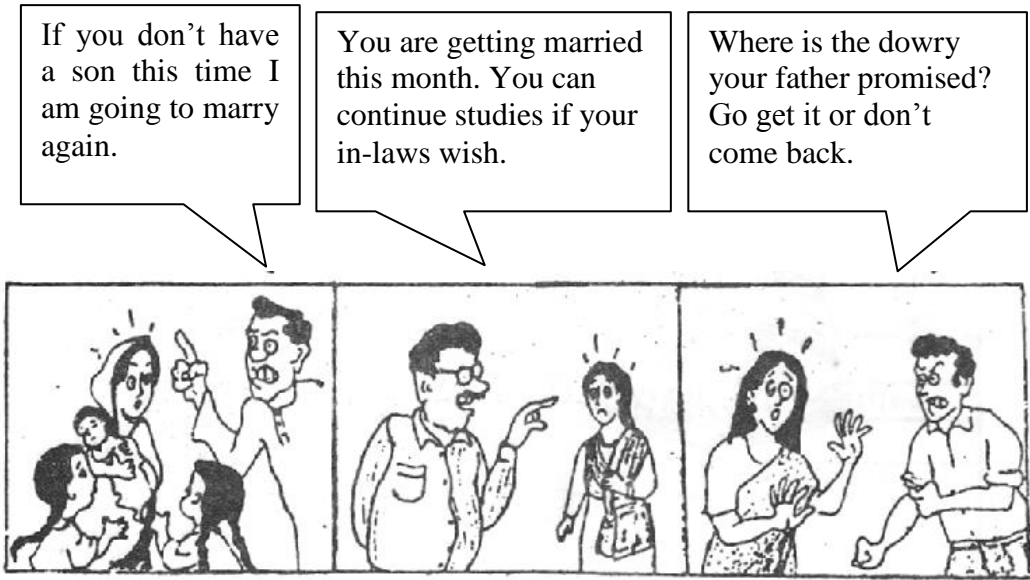
Lesson 2

Women have rights too

**Objectives:** By the end of the lesson you will have

- looked at some illustrations
- interpreted a table and answered questions based on it
- read a passage and filled in blanks by listening to your teacher
- done an exercise with prefixes
- written ‘n analysis of a diagram

**A** Look at the following illustrations. Work in pairs. In rights the woman is being denied.



**B** Read the following table and answer the questions that follow.

|               | Adult literacy rate |        | Primary school enrolment ratio 1990-1996 | Secondary school enrolment ratio 990-1996 |      |        |    |    |
|---------------|---------------------|--------|--|---|------|--------|----|----|
|               |                     |        |  |   |      |        |    |    |
|               | Male                | Female | Male                                     | Female                                    | Male | Female |    |    |
| Bangladesh    | 41                  | 17     | 49                                       | 26  | 74   | 64     | 28 | 14 |
| India         | 55                  | 25     | 66                                       | 38  | 88   | 72     | 59 | 38 |
| Pakistan      | 38                  | 15     | 50                                       | 24  | 80   | 36     | 33 | 17 |
| United States | 99                  | 99     | --                                       | --  | 96   | 97     | 97 | 98 |

- 1 Among the countries given which country has the lowest female literacy rate?
- 2 Is there any difference in the female literacy rate of developing and developed countries?
- 3 Has there been any sharp increase in the female literacy rate in the developing countries?
- 4 Is there any difference in the number of females enrolling in secondary schools in the developed and developing countries?

**C Read the following passage. Then listen to your teacher and fill in the blanks.**

Women in our society have always been considered subservient to men. The majority of houses are \_\_\_\_\_ dominated, usually by husbands and women most often have no say in \_\_\_\_\_. Their option is considered unnecessary even in such important issues as the number of \_\_\_\_\_ they would like to have, education of their children, \_\_\_\_\_ of their sons and daughters, issues of finance and property or even second marriage of their \_\_\_\_\_. In many households they are beaten up by the husbands or maltreated by the \_\_\_\_\_, but their miseries go unnoticed because women lack \_\_\_\_\_ of their rights and do not know how and where to seek justice. To protect their rights the government has introduced the Women and Children's Repression Act \_\_\_\_\_.

What do you think happens when these women suddenly find themselves \_\_\_\_\_ of the family through \_\_\_\_\_, divorce, or abandonment by their husbands and with no education or \_\_\_\_\_ support? To make matters worse they also have the extra burden of supporting children and \_\_\_\_\_ as well. There exist very few employment opportunities for uneducated, unskilled women and for such women is much less than those for men. Despite these facts, 18,500,000 women in the rural areas and 2,800,000 women in the \_\_\_\_\_ areas are engaged in income \_\_\_\_\_ activities, supporting themselves and their families.

(Source: The Labour-force Survey 1995-96, Statistical Yearbook 1998).

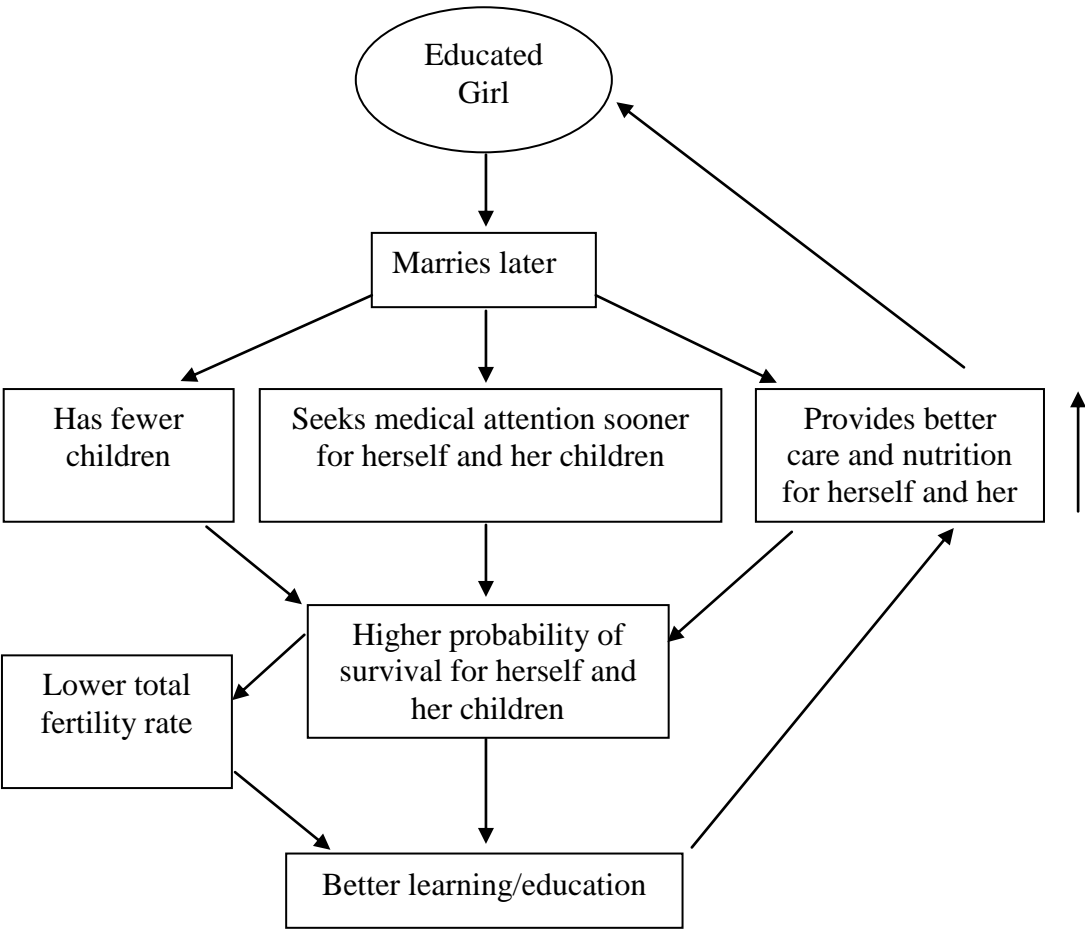
**D Write the following in words:**

8,500,000 ..... 2,800,000 .....

**E Write the opposite of the following words from the text above using sin-, in-, non.**

awareness, exist, important, noticed, skilled, justice, necessary, decision, financial, protected, usually, beaten, active.

F     Look at the diagram below. Notice the direction of the arrows and try to understand the Connections. Then write an interpretation of this table in the form of a paragraph.



(Source: S. Mehrotra & R. Jolly ads. Development with a Human Face)

Focus :

| Skills                      | Functions  | Grammar/Structure              | Vocabulary                                       |
|-----------------------------|--|--------------------------------|--|
| Reading, writing, listening | Interpreting graphs and tables, transferring information into a different format | Cause-effect, uses of prefixes | subservient, maltreated, repression, abandonment |

Lesson 3

The rights of the old must not be neglected

**Objectives:** By the end of the lesson you will have

- discussed old age
- made a list of the rights of the elderly after reading a passage
- read a short passage and answered questions based on it
- completed a passage using appropriate prepositions

**A**      **What age Would you consider ‘old’? Put a tick on the minimum age from which you would call a person old.**

from 45  
years

from 50  
years

from 55  
years

from 60  
years

from 65  
years

**B**      **Now read the following passage and check if your guess was right. Cross out the incorrect word in the bracket as you read.**

In Bangladesh, the retirement age for government employees is 57 years and for university teachers 65 years. In the United Nations the retirement age is 65 years. But this (**do, does**) not mean that after this age people suddenly become useless and unfit to work. These people are an asset to society with knowledge that only (**experience, inexperience**) can bring and (**need, needs**) to feel useful and (**want, wanted**) in society. In the developed countries social security is (**provided, provide**) by the government in the form of post-retirement and old age benefits, so that these people (**get, got**) free medical facilities and can also be economically (**dependent, independent**). In Bangladesh, government employees are granted a pension and there are a few facilities at the government hospitals for the old but these are (**hardly, hard**) enough. Besides, the majority of our female population do not (**belong, belongs**) to the working class. There are housewives and are not (**eligible, illegible**) for any pension or gratuity. According to the National Bureau of Statistics, about 6% of the population of Bangladesh is aged people which came to about 13. 3 million people in 2000. This includes male and female elderly people both from the villages and towns. These people have (**served, serve**) their nation and their families through the years. In their old age, it is their right to expect service from us (**in, on**) return. Their physical health has (**started, start**) deteriorating and they need as much care and consideration as possible. The government still (**does, do**) not have any system to meet the health and (**economic, economical**) needs of this large population. We ourselves however must (**ensure, insure**) that the elderly among us are respected and cared (**for, after**). After all, can we forget that we ourselves are going to grow old one day?

**C** From your reading of this passage what do you think are the rights of the elderly? Make a list. Give reasons for your answer. You can start like this: The elderly have the right to subsidised medical charges because at this stage they suffer from many age- related ailments and diseases.

**D** Read the following passage and discuss in pairs what rights Ayesha Begum and her husband are deprived of.

Ayesha Begum has three sons and two daughters. Her husband was a landless farmer who used to work on other people's land. With great effort they married their daughters off by the time they reached **teenage**. The sons also started working with their father as day labourers when they were old enough to help. By the time they were about seventeen years old, all of them had left to work in nearby towns to earn money. At first they used to send money to their parents **occasionally**, but after getting married they barely had enough to support their own families. Ayesha Begum and her husband are now old and **feeble**. Years of malnutrition and **deprivation** have made them look older than their years. All they are left with now is their broken little thatched house. **Out of desperation** Ayesha Begum has started begging in the village to feed her old, invalid husband and herself. She does not know what **ails** him neither does she have the means to find out. She is too busy collecting food for survival.

Now replace the highlighted words in the text above with a word/phrase from the box below so that the meaning does not change.

|                |                      |                |
|----------------|----------------------|----------------|
| makes him sick | finding no other way | thirteen years |
| weak           | have any way         | sometimes want |

**E** Find the following phrases (verb/adjective/noun & preposition) in the two passages above and underline them, then use them to fill in the blanks in the passage below. Make any tense changes if necessary.

|  |
|--|
| belong to, eligible for, expect from, in return, cared for, married off,<br>work in, work with, live in, left with |
|--|

Rahima Khatun was worried. Her daughter was in her fifteenth year, and not yet married. She was anxious to \_\_\_\_\_ her only daughter to any man who had enough earning to sustain a family. She wanted her beloved daughter to be well \_\_\_\_\_. She did not expect anything \_\_\_\_\_. It would be enough to see Sakhina happy.

**F** Write ten sentences about your family using the phrases in task E.

Focus :

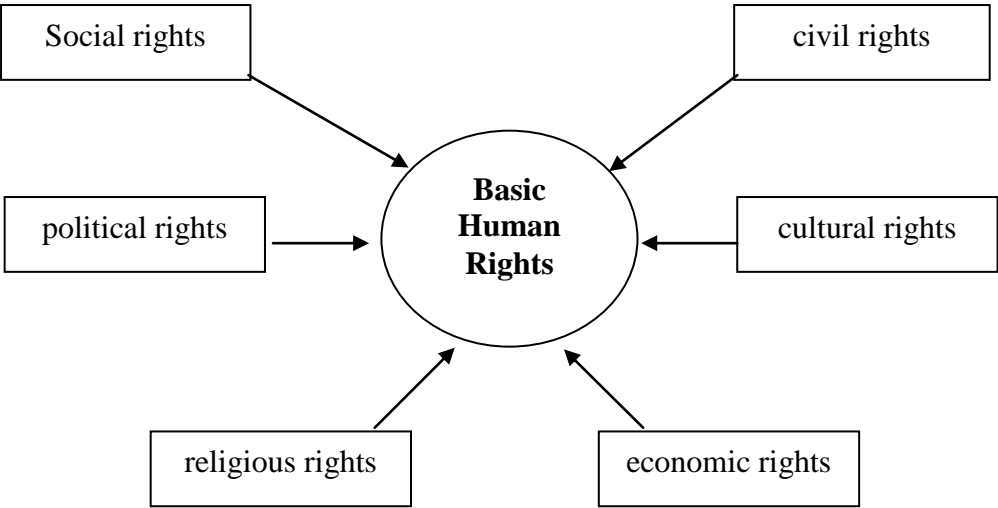
| Skills                         | Functions                      | Grammar/Structure     | Vocabulary   |
|--------------------------------|--------------------------------|-----------------------|--|
| Reading, inferencing, speaking | Identifying underlying message | Prepositional phrases | Benefit, means, hardly, feeble, desperation, elderly |

Lesson 4

Some basic human rights

- Objectives:** By the end of the lesson you will have
- discussed different types of rights
  - classified similar types from jumbled list
  - read about some instances of human rights violation
  - answered questions based on the reading passage

A     **During the Second World War, the world was stunned by the atrocities of the Nazi regime against the Jewish community. Consequently after the establishment of the United Nations in San Francisco in 1945, the International Community adopted the following as Basic Human Rights in 1948**



**What do you think each right includes? Discuss in pairs.**

B     **Different kinds of rights are given below in Table A. They fall under the 6 basic human rights shown above. Write which right belongs to which basic type in Table B. Do not write the full sentence but the number of the sentence only.**

Table A

|    |   |    |  |
|----|---|----|--|
| 1  | to take part in socio-cultural activities                                     | 12 | to equal rights in government jobs   |
| 2  | to demand no interference in private life, family life or exchange of letters | 13 | to freedom from slavery  |
| 3  | to reside permanently and move about freely                                   | 14 | to be free from tortures inhuman behaviour or punishment which goes against human nature |
| 4  | to nationality which also includes right to vote                              | 15 | to be legally recognised as an individual  |
| 5  | to form and join trade unions   | 16 | to have equal legal rights   |
| 6  | to lead a healthy life  | 17 | to be free from arrest or imprisonment by force  |
| 7  | to have own property  | 18 | to have access to an impartial tribunal and justice                                      |
| 8  | to have freedom of thought and freedom of religious activities                | 19 | to social security   |
| 9  | to have freedom of opinion and expression                                     | 20 | to leisure and entertainment   |
| 10 | to peaceful congregation and socialisation                                    | 21 | to marry and have a family   |
| 11 | to participate in administration  | 22 | to education   |

Table B

|                  |  |
|------------------|--|
| Political rights |  |
| Social rights    |  |
| Civil rights     |  |
| Cultural rights  |  |
| Religions rights |  |
| Economic rights  |  |

C      **Read the following passages which illustrate types of human rights violation and discuss which basic human rights have been violated in each case. Work in pairs.**

- 1      In Afghanistan education has been disrupted as schools have been destroyed and teachers forced to flee. In recent past the Taliban had banned education for girls and prevented female teachers from working.
- 2      At the current time around 700 journalists, writers and publishers around the world have been put in prison for insisting on their right to put forth their opinions in writing.
- 3      Twelve year old Augustin Minani, arrested by soldiers in Rwanda in 1994 in place of his brother, who was wanted by the security forces, was detained in a hut for four months, beaten and forced to sign confession to murder.
- 4      In Argentina, during the period of military rule, thousands of people ‘disappeared’ after they were taken into custody by members of the security

forces. Among them were many women who gave birth in detention centres. Their babies were taken away by the security forces. More than 200 such babies disappeared.

**D      Write questions for the following answers**

- 1          They have banned education for girls and prevented female teacher from working.
- 2          About 700 journalists.
- 3          Twelve years old.
- 4          No, his brother was.
- 5          During the period of military rule.
- 6          More than two hundred babies.

**E      The whole of passage 3 is one long sentence. Rewrite it in three sentences.**

**F      Write what they should have or should not have done in each of the above cases in C.**

e.g. They should have allowed the girls to .....

**Focus :**

| Skills                               | Functions   | Grammar/Structure                | Vocabulary                            |
|--------------------------------------|---|----------------------------------|---------------------------------------|
| Intensive reading, writing, speaking | Expressing obligations, classifying information, asking questions | Should, must, have to, questions | flee, confession, detention, detained |

**Lesson 5**

**Rights of the wage-earner**

**Objectives:** By the end of the lesson you will have

- discussed an illustration and written a caption for it
  - read some passages on the condition of workers
  - answered questions based on the passages
  - written a paragraph with the help of a flow chart
-

**A Look at the following picture. Discuss the questions in pairs.**

- 1 What aspect of society is the picture drawing our attention to?
- 2 Do you think this is a common scene in Bangladesh?
- 3 Write an appropriate caption for the picture.

**B Read these texts about the plight of some wage-earners. Then answer the questions that follow.**

- 1 Newspapers in Bangladesh have constantly drawn our attention to the insufficient safety measures provided by most garments factories. They lack adequate space, wide staircases and emergency exits. In addition most of the garments workers do not have any training on fire safety. At least 104 garments employees were killed in fire related incidents in garments factories in the last ten years.
- 2 Researchers have proved that the average life span of a rickshaw-puller is five years less than any other type of labourer. Diseases like bronchitis, asthma, thrombosis and rheumatoid arthritis are very prevalent among the rickshaw pullers. Not only is their physical labour daunting but a rickshaw-puller has to endure a lot of physical abuse on the roads.
- 3 Tannery labourers are the worst victims of the gases produced in the factories. Most of them are exposed to these poisonous gases constantly as they live in adjacent slums. The labourers do not wear protective gloves, aprons, masks or boots. As a result, they are badly affected by gases and other chemicals. Consequently most of them suffer from chronic coughs and headaches.

- 1 What are conditions in garments factories like?
- 2 What is the life of a rickshaw-puller like?
- 3 What is the health of a tannery worker like?
- 4 What rights are these people deprived of?

- C     **Work in pairs, make some suggestions as to what rights they should demand from society in return for the services they render.**
- D     **Now look at the following chart. Read it easefully and then write a paragraph on the ILO using information given in this chart**



**Focus :**

| Skills                     | Functions   | Grammar/Structure | Vocabulary                                      |
|----------------------------|---|-------------------|---|
| Speaking, reading, writing | Interpreting information from illustrations and flow charts | What + like?      | life-span, prevalent, daunting, abuse, adjacent |

# Lesson 6

## Citizens and their rights

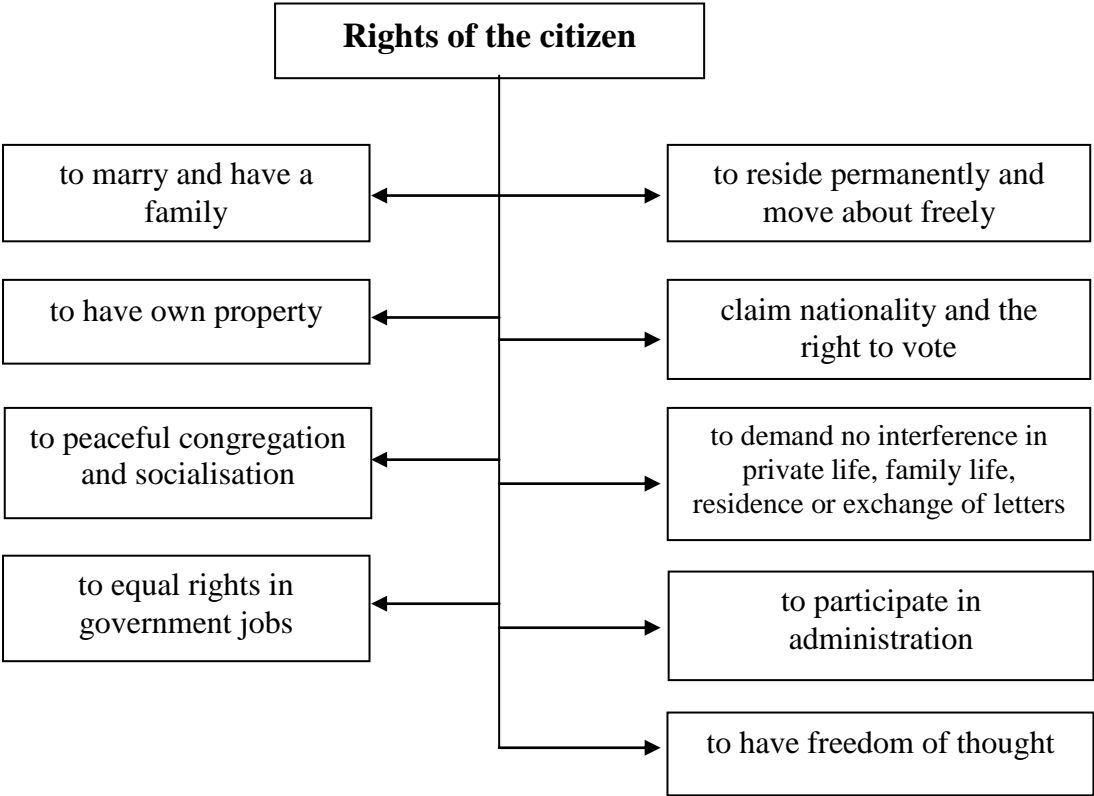
**Objectives:** By the end of the lesson you will have

- discussed the rights of citizens and foreigners
- read an extract from a journal and answered questions based on it
- written an informal letter

**A**    **Work in pairs. Tick the activities in the following list that you think a foreigner in another country (who is not a citizen) is allowed to do.**

stay for as long as he wants, do a permanent job, buy a house, marry and live there with his family, study in an educational institution, go anywhere he wishes, go to the cinema, start a business, vote, go sightseeing

**B**    **When a person becomes a citizen of a country s/he gains the right to do certain things. Read the following list of the rights of a citizen and explain what they mean.**



**C**    **Read the following extract from a German journal. This article was published in October 1999, so it is written in the future tense. Rewrite the first paragraph in the past tense to make it suitable for the present year. Do you need to change the rest of the article also into the past tense?**

Approximately 100,000 children who do not hold German citizenship are born in the Federal Republic of Germany every year. This situation will change on 1<sup>st</sup> January 2000, when a new citizenship law comes into force. From that day on, children born in Germany to non-German parents will receive German citizenship at birth.

The citizenship reform consists of the following points. The children of non-German parents will receive German citizenship at birth in Germany if the father or mother has been legally resident in Germany for eight years. The parent must hold a permanent residence certificate or have held an unlimited residence permit for three years. If these children also acquire the citizenship of another country at birth they must choose between their German and non-German citizenship within a period of five years following their eighteenth birthday. If they wish to keep their German passport, they must prove that they have given up or withdrawn the citizenship of another country. If they do not do so, their German citizenship will be taken away.

Foreigners will thus be able to apply for naturalisation after only eight years rather than the present period of fifteen years. Those seeking naturalisation must be able to support themselves and their families without the help of social security payments, must not have committed crimes and must also prove to possess adequate knowledge of German.

The federal Government considers the reform an important contribution towards the integration of the foreign population. The acquisition of German citizenship entails not only rights, but also duties, for example the obligation to do military service for a short period, which is compulsory in Germany.

### **Answer in brief.**

- 1 Can all non-German children residing in Germany apply for citizenship?
- 2 What must non-German citizens decide after they are 18 years old?
- 3 What is the age limit by which they must let the authorities know of their decision?
- 4 What criteria must adult non-Germans fulfil if they want to apply for citizenship?
- 5 What do you think is “naturalization”?
- 6 What is compulsory for getting German citizenship?

**D** Imagine you have an uncle living in Germany with his son, who is sixteen years old. He can speak Bengali but cannot read it. It is also a Bangladeshi citizen by - birthright. You are very friendly with your cousin. Write a letter to him in English expressing your reactions to the article on German citizenship and what you think he should do.

Focus :

| Skills                               | Functions                                       | Grammar/Structure   | Vocabulary   |
|--------------------------------------|---|---|--|
| Speaking, intensive reading, writing | Interpreting information, expressing obligation | Present perfect tense, obligation - must, should, have to | integration, acquisition, naturalisation, adequate |

Lesson 7

What would you call him?

**Objectives:** By the end of the lesson you will have

- read a short story
- guessed the meaning of specific words from the context
- selected appropriate adjectives relevant to the text
- identified some antonyms beginning with ‘un-’
- written the gist of the story

**A      Read the following story and then do the exercises that follow. Also think of an appropriate title for the story.**

Zayed saw him everyday A little slip of a boy He wouldn’t be more than 10 years but he looked smaller from years of undernourishment. In ragged half-torn shorts, he looked hardly eight. He must have been quite fair but layers of dirt and grime had turned his skin almost-dark brown. The original shades of fair skin could however be detected in places. With large dark eyes, he could have been pretty child under proper care.

“Eight anas sir. Give rue eight arias only” Zayed and his friends were very familiar with this voice. Whenever they sat down on the stairs of the Medical College after their classes, he would come running. Today Zayed and his friends were in a good mood.

“Hey You! Come here.” They started asking him questions. What came out was quite pathetic. He didn’t know where his parents were, neither did he remember them very well. Left on the streets of Dhaka to fend for himself, he lived with two older boys in a makeshift hut.

How many square meals a day? None. A slice of bread bought with begged money, some leftover rice from hospital attendants was all that he lived on. The well of human kindness in Zayed swelled up. What a pity! A-little boy unloved, underfed, left on the streets to fend for himself. How cruel could life be? Did he have a name? Oh yes. ‘Robi’ - the sun. A son of the streets, almost eclipsed by dirt and the negligence of society.

“What’s your dream? Do you have any dreams?” asked Zayed. Yes indeed. Robi had dreams like everybody else. But his dreams weren’t very lofty —a plate full of rice, big pieces of chicken and sweets. Zayed and his friends were surprised. “Is that all? Come on. I’m going to make your dream come true” said Zayed. Robi couldn’t believe his ears. Was he making fun of him? Playing a cruel trick? No he wasn’t. In ten minutes Robi found himself seated, on the bench of a small café behind the medical college with bowls full of rice, beef and chicken curry spread in front of him. “Aha! Aha!” was all Robi could say between delightful gulps of rice and meat going down his throat. This couldn’t be happening. It couldn’t be true — Robi eating to his heart’s content, sitting in a restaurant among respectable people. If only he could have a square meal like this every day. If only.....

- B

**From your reading of the story what do you think is the meaning of the following words and phrases? Don’t look up a dictionary. Try to guess the meaning from the text.**

“layers of dirt and grime”, “a makeshift house”, “a square meal”, “leftover rice”, “swelled up”, “eclipsed”, and “fend”.
- C

**Why do you think Robi kept saying “Aba! Aba!” when he was eating? The following adjectives express his feelings. Cross out the ones that are not appropriate.**

excited, surprised, hungry, delighted, annoyed, ecstatic, embarrassed, bored, terrified, grateful.
- D

**We often use the prefix “un-” to make the opposite of a word. Find three examples of such words in the text and write them down. What are the opposites of these words?**
- E

**Imagine you are telling the story to a friend who hasn’t heard it before. Rewrite the story in your own words in brief. Don’t use any reported speech.**

Focus :

| Skills                      | Functions                                 | Grammar/Structure   | Vocabulary   |
|-----------------------------|---|---|--|
| Intensive reading, writing. | Reporting, narrating, expressing feelings | Past tense (continuous and simple), adjectives describing feelings, “un”, opposites | excited, delighted, annoyed; ecstatic, embarrassed, bored, terrified |

# Unit Fourteen: Human Resources

## Lesson 1

### Literacy: an age-old concept

**Objectives:** By the end of the lesson you will have

- expanded an idea
  - read a few extracts
  - done a comprehension exercise
  - prepared a table
- 

**A      What is the rate of literacy in Bangladesh? Why do you think our literacy rate is low? Discuss in pairs.**

**B      Read this passage about literacy in ancient times.**

Literacy as a skill was first institutionalized in Mesopotamia, Syria, Egypt and China soon after the art of writing was invented. Education then was not for the general people but a privilege for the chosen few who took on strategic roles in the running of the state and in religion. In Greece, education became more widespread in about the 5th century BC. The Greeks, however, sent only their male children to school. When Rome was conquered by the Greeks, the Romans under Greek influence developed a strong tradition of literacy. The Romans preferred their children to acquire knowledge about agriculture and warfare. It appears that the course of education is as eventful as the history of man.

**C      Now read this passage on literacy in the middle ages.**

The Prophet Mohammed (SM) equated one literate non-believer with ten illiterate believers. Islamic civilization pivoted on literacy and patronage of scholarship. Ibn Sina (called Avicenna in the West) one of the most famous Muslim philosophers of all times, saw the task of education as creating a complete citizen, physically, mentally and morally, and preparing him for a profession whereby he could earn his own livelihood and contribute to the society. In the views of Al-Farabi, another great Muslim philosopher, education was one of the most important social phenomena which made sure that the individual was prepared from an early age to acquire values, knowledge and practical skills within a particular culture.  
(UNESCO: Thinkers on Education 1)

**Now discuss with your partner the following in the light of the above texts.**

1.      What do you understand by literacy?
2.      Why is the 5<sup>th</sup> century BC important in the history of education?

- 3
- Although the ancient Romans were conquered by the Greeks, there was a positive outcome. What was it?
- 4
- In the Middle Ages, what contributions did Islamic thinkers make towards the idea of literacy?

**D Summarise the two texts in about 50-60 words each.**

**E Read the text below about education in the twentieth century in our part of the world. It deals with the establishment of the University of Dhaka in the early twentieth century.**

The Founding of Dhaka University: On 31 January 1912, a deputation of Muslim leaders of East Bengal led by Nawab Salimulbh, Nawab Syed Au Choudhury and A.K. Fazlul Huq met Viceroy Lord Hardinge to voice their demand for a university in Dacca. This was vigorously opposed by other leaderships. A Calcutta Commission charged with the task of preparing a scheme for establishing a university in Dacca also opposed it.

The British government, however, ignored these objections and had the Dacca University Act passed by the Indian Legislative Council in 1920. The new university started functioning in 1921, with three faculties, twelve teaching departments, sixty teachers, eight hundred and seventy-seven students and three residential halls.

Today, there are eleven faculties, forty-six departments, nine institutes and centres for advanced study and research, fifteen residential halls, fourteen hundred teachers and about twenty eight thousand students.

In the early decades, the university zealously maintained high academic standards earning for itself the reputation of being the “Oxford of the East”.  
(The Asiatic Society of Bangladesh: Dhaka: Past, Present and Future)

**F Prepare a table of events that led to the establishment of the university.**

| Dates | Events                |
|-------|-----------------------|
| 1912  | demand for university |
| ..... | .....                 |
| ..... | .....                 |

**C Now turn your attention to present day Dhaka University.**

- 1
- How old is the University total?
- 2
- Notice the different spellings —Dacca and Dhaka. Why and when was the name changed?

- 3      Write in your own words what you know of today’s “Oxford of the East”.
- 4      Write a similar description about the establishment of your college (about 100 words).

Focus :

| Skills                     | Functions                    | Grammar/Structure  | Vocabulary  |
|----------------------------|------------------------------|--------------------|---|
| Reading, writing, speaking | Describing historical events | Speculative degree | Prophet, literate, philosophers, individual, tradition, ignored |

Lesson 2

Bringing about a 4ifference

**Objectives:** By the end of the lesson you will have

- gone through some quotations
- transferred information into a different format
- given reasons for/against an opinion

A      Read the following sayings.

“The ink of the scholar is the discipline and a holier than the blood of the martyr.” Hadith.

“Vast learning, perfect learning, a highly trained discipline and a pleasant speech. This is a supreme blessing.” – Buddha.

“Give me an educated mother and I will give you an educated nation.”  
— Napoleon

In pars explain each of the above quotation which idea is common to all three? Which idea is unique to only one?

**B**     **Ayesha has just passed her H S C examination. Her family wants her to continue her studies. Read what two members of her family have read and say whether there is any difference in the central idea contained in the two passages.**

Ayesha’s mother has read the following:

“Becoming educated is probably the most significant change that you can introduce into your life. It is the locomotive that drives much of the economic development throughout the world, and it is the vehicle for personal success used by generation after generation of people in highly developed nations of the world”.

Ayesha’s grandfather, a retired teacher, quotes from the Hadith:

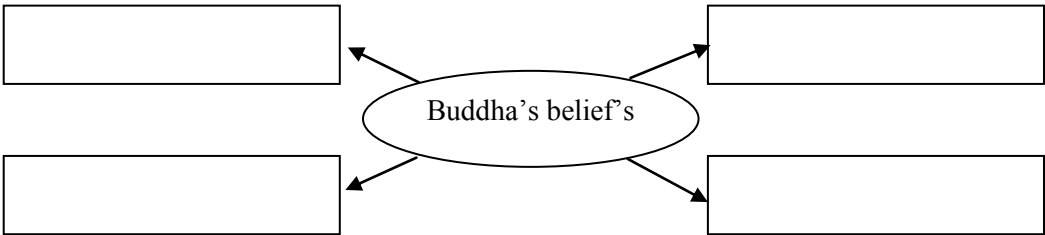
“Acquire knowledge. It enableth its possessor to distinguish right from wrong; it lighteth the way to Heaven: it is our friend in the desert, our society in solitude, our companion when friendless, it guideth us to happiness; it sustaineth us in misery; it is an ornament amongst friends, and an armour against enemies.”

**C**     **Work in pairs and fill in the boxes below to show the effects of education as quoted above. Use simple English. One has been done for you.**

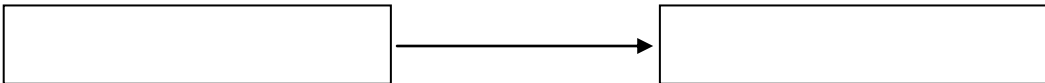
**The “Hadith”, as quoted by Ayesha’s grandfather**

|   |              |              |
|---|--------------|--------------|
| Values<br>It helps to differentiate<br>right from wrong | When alone   | When happy   |
| When unhappy  | With friends | With enemies |

**Buddha’s preaching**



**Napoleon’s belief**



**D** Look at Napoleon’s saying again. It focuses on a particular section of society. Do you agree with him? Give reasons for your opinion.

**Focus :**

| Skills                     | Functions   | Grammar/Structure   | Vocabulary  |
|----------------------------|---|---|---|
| Reading, speaking, writing | Understanding sayings, giving reasons, showing cause-effect | Comparatives, imperative, use of because/since’ for causal effect | scholar, supreme, locomotive, distinguish, ornament, armour |

Lesson 3

Enriching the workforce

- Objectives:** By the end of the lesson you will have
- read a text about workforce
  - found meanings of words and framed sentences with them
  - written a summary

**A** Do women in your area work outside their homes? What sort of work do they usually do? Discuss in pairs.

**B** Now read the following text.

**Working women — a great stride ahead!**

One very conspicuous change in our society is the presence of working women outside the home. Of course, it has to be acknowledged that women have always worked within the household but this commonly is not counted as ‘work’. It is unfortunate that women’s roles in agricultural societies (as in our villages, particularly during harvest time) have not been recognised either.

Whether it is due to economic necessity or the urge to establish an individual identity or both, nowadays many women are entering the outside work force. They are joining a wide range of professions. Moreover, it is not only educated women who are opting to work but women with little or no education have come out of their cocoons to earn and become self-reliant.

This does not mean that life is any easier for women now. In many ways it is more difficult, since women must still fulfil their traditional roles of wife, mother and homemaker. At Work, as they compete with men they have to prove their worth twice over in order to survive.

**C Now discuss the questions below in pairs.**

- 1 What are some of the important agricultural works that village women do in Bangladesh?
- 2 There are many illiterate women who have joined the workforce in cities. Give some examples of the kind of work they do.
- 3 Are working women, particularly illiterate ones, treated equally as their male counterparts? Give some examples.
- 4 Do you agree with the last sentence in the text? Give reasons.
- 5 In pairs list 2 positive and 2 negative aspects about women going to work.

**D Discuss with your partner and find out what the words below mean. Provide synonyms for each. Frame sentences with the synonyms. The first one is done for you.**

e.g. ‘Conspicuous’ ‘noticeable’

The changed policy of the company is noticeable by the fact that it has employed more women in the last couple of years.

- 1 unconventional
- 2 exclusive
- 3 cocoon
- 4 self-reliant

**E You are now going to talk about a different kind of workforce — those who migrate to other countries in search of work.**

**Look at the following and explain what it means.**

“Give me your tired, your poor, your huddled masses yearning to breathe free.”

**This is inscribed on the Statue of Liberty in New York, USA. Remember these words were meant for the persecuted from Europe just after the First World War. Ironically, those who go there today are not always the poor and, the wretched but skilled and the highly qualified people from other countries.**

**in pairs answer the following.**

- 1 Do you think that the lure of higher salaries prompt many to leave their countries? Or are there any other reasons?
- 2 Often highly qualified professionals leave their homelands and migrate to other countries. This is called “brain drain”. Write your views about this in 50-60 words.

Focus :

| Skills                                 | Functions                                 | Grammar/Structure                                 | Vocabulary   |
|--|---|---|--|
| Speaking, discussing, reading, writing | Evaluating, given reasons giving opinions | Present tense for discursive writing and speaking | conspicuous, boundaries, opting, cocoons, self-reliant, disadvantaged, huddled, yearning, persecuted |

Lesson 4

Investing in development

**Objectives:** By the end of the lesson you will have

- read a text
- done a gap filling exercise
- written a paragraph based on a table
- interpreted graph

- A     **Discuss in pairs. Is there any difference between boys and girls when it comes to healthcare, education or other basic needs?**
- B     **Read this text.**

Returns on Female Education

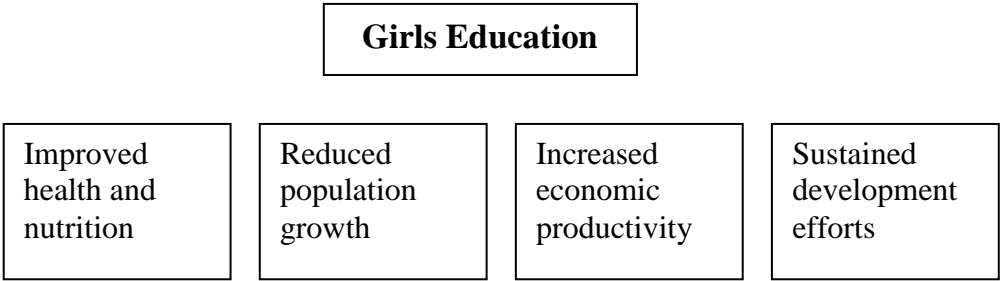
Investment in education for girls increases the economic and social returns of development investments in all other sectors. Educating girls contributes to creating wealth through its impact on economic development. Educated women have a higher income potential than those who have had no schooling. Educated mothers are more likely to send both their boys and girls to school. It is important to realize that success in girls' education generally results from an integrated approach to community development. Thus failing to educate girls results in a tremendous waste of potential human resources.

Now work in pairs to fill in the gaps in the sentences based on the text above.

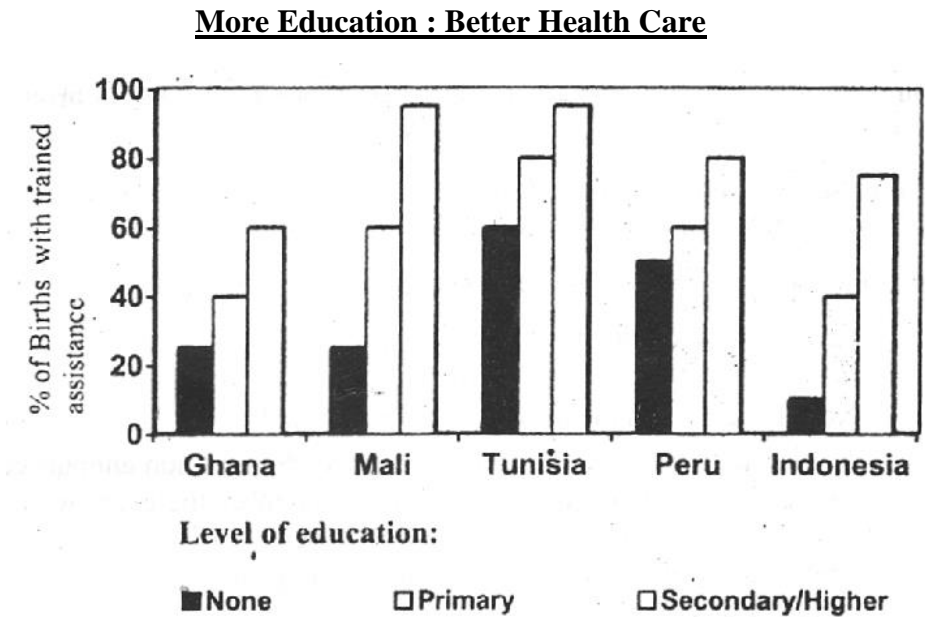
- 1       Economic development is favourably affected\_\_\_\_\_investment\_\_\_\_\_
- female literacy.

- 2 Education develops the tendency \_\_\_\_\_ mothers \_\_\_\_\_ educate both male and female children.
- 3 Thus the impact \_\_\_\_\_ educating girls is beneficial \_\_\_\_\_ future generations.
- 4 An integrated approach to development must include \_\_\_\_\_ for girls.
- 5 Girls’ education is therefore not isolated \_\_\_\_\_ other development activities.

C In the chart below four outcomes of “Girls’ Education” are shown. Discuss in groups and write a paragraph on any one of them.



D In pairs study the graph and write a paragraph of your understanding of the information contained here (about 100 words).



[Source: Health Survey: World Conference on Education for All, 1995]

Focus :

| Skills                     | Functions                      | Grammar/Structure               | Vocabulary   |
|----------------------------|--------------------------------|---------------------------------|--|
| Speaking, reading, writing | Interpreting charts and graphs | Present tense to describe state | sectors, investment, integrated, impact, potential |

Lesson 5

Tapping our future generation

**Objectives:** By the end of the lesson you will have

- role-played a dialogue
- answered some questions
- gone through a telephone message and prepared one yourselves

- A
- Have you ever participated in any community activity? If so what was it?
- Are you aware that the United Nations has programmes for youths to bring them under the ‘work force’ umbrella for community development?
- B
- Navid and Semeen have finished their H S C exams and are waiting for their results. They are talking about the United Nations World Food Day theme.

In pairs, role-play the conversation below between Navid and Semeen.

- Navid: Did you read about the UN’s programme to involve youths in development?
- Semeen: No, I haven’t read the papers. What’s it about?
- Navid: The United Nations Food and Agriculture Organisation announced the theme of the World Food Day. I can’t remember the exact words, Its aim is to create awareness and mobilise society in the struggle against hunger and malnutrition by involving young people.
- Semeen : Yes, I’ve heard someone say that. If I remember, October 16 is World Food Day and the theme of the year 2000 is ‘*Youth against hunger*’.
- Navid: Exactly! The FAO says young people between the ages of 15 and 25 can make a significant contribution towards reducing and even

eliminating hunger as well as malnutrition. It seems that 85 percent of these youths live in developing countries with 60 percent in Asia. With adequate training, support and access to resources and services, these youths can become innovative and productive partners in achieving national goals of food security:

Navid: Do you know where the FAQ headquarters is located?

Semeen: Sure! In Rome!

Navid: And World Food Day marks the founding of FAQ on October 16, 1945 in Canada.

Semeen: Excellent! You've passed with flying colours!

Navid: Thanks. I've to leave U.U.W. Must be home for lunch. Bye!

Semeen: Bye Navid! Enjoy your lunch!

**C Now work in pairs and answer the following questions.**

- 1 Why do you think young people are being targeted in this programme?
- 2 What special events do you think Bangladesh will organise on World Food Day?
- 3 What role can young people play in reducing hunger and malnutrition in Bangladesh?
- 4 What other issues (besides hunger and malnutrition) do we need to raise public awareness about? Name at least three.

**D Navid wants to share some ideas with Semeen regarding his plans to participate in the World Food Day activities. He rings up Semeen but finds she is not at home. He speaks to Semeen's mother. You can hear Navid only. In pairs work out the dialogue. Put in what Semeen's mother might have said. Then practise the dialogue with your partner.**

Navid: Hello! This is Navid speaking.

Semeen's mother: \_\_\_\_\_

Navid: I'm fine, thank you. Is Semeen there? -

Semeen's mother: \_\_\_\_\_

Navid: I wanted to talk about the World Food Day programme. If Semeen's free this afternoon, could she meet me at the cafeteria at 3?

Semeen's mother: \_\_\_\_\_

Navid: I'm sure she knows my number. But just in case, my

Semeen's mother: \_\_\_\_\_

Navid: Thank you. Bye!

Semeen's mother: \_\_\_\_\_

**E      You are Semeen and you are not free at the time Navid proposes. You ring Navid and have a conversation, working out a convenient time for both. In pairs work out a telephone dialogue between the two.**

**Focus :**

| <b>Skills</b>                                  | <b>Functions</b>  | <b>Grammar/Structure</b>   | <b>Vocabulary</b>  |
|--|---|--|--|
| Speaking,<br>listening,<br>reading,<br>writing | Talking on the<br>phone, making<br>requests,<br>exchanging<br>information | Predicting future<br>possibility (can...),<br>request with 'could' | involve, theme, mobilise,<br>significant, eliminating,<br>innovative |

Unit Fifteen: Towards Social Development

Lesson 1

Hurdles to deal with

**Objectives:** By the end of the lesson you will have

- discussed some characteristics of developing countries
- identified the impediments to social development in Bangladesh
- read two news items and discussed them
- prepared a set of questions
- written a news story

**A**     **Bangladesh is a developing country. Discuss in pairs some common characteristics of developing countries.**

**Our country faces several problems. Make a list of at least three problems that are responsible for our slow development. Which problems do you think should be addressed first and why?**

**B**     **Read the following news items.**

**Nutrition Week observed**

In observance of the on-going National Nutrition Week, Siddeshwari Girls' College held a seminar on the college premises in the city on Monday, reports BSS.

The seminar with the theme "Nutrition for Adolescence" was presided over by the College Principal, a press release said. Teachers of the college took part in the day-long seminar to help the students to acquire practical nutritional knowledge.

**BARD distributes Tk. 5 crore as credit**

COMILLA. Apr. 22 : The Bangladesh Academy for Rural Development (BARD) disbursed about Taka 5 crore as credit for poverty alleviation among 10,000 people during the 1999-2000 fiscal year, says BSS.

It was stated on Thursday at its 59<sup>th</sup> Board of Governors (BOG) meeting held at BARD premises with the State Minister for Rural Development and Cooperatives in the chair. A total of 3,362 participants comprising different level officials from various government, non- government and international organisations have been given training since July 1999. BARD has also taken up some 24-research projects.

**Now discuss in pairs the following questions.**

- 1     What is BSS? What is a press release?
- 2     What does "Comilla, Apr. 22" mean? Why is such information missing in the other story?

- 3      How is nutrition related to social development?
- 4      Name some government and non-government organisations that are working towards social development in Bangladesh.
- 5      What do you know about BARD?

**C      In groups, prepare a set of questions which you could ask a day labourer to get an idea about his living conditions.**

**D      Suppose you are the local correspondent of The Rising Sun. Write a short news story covering a social development activity in your locality.**

**Focus :**

| Skills   | Functions   | Grammar/Structure        | Vocabulary  |
|--|---|--------------------------|---|
| Discussion, reading for general information. writing | Asking questions, inferring, writing a new, story | Narrative, passive voice | nutrition, adolescence, disburse, fiscal, alleviation |

Lesson 2

How education can help

**Objectives:** By the end of the lesson you will have

- commented on information in a chart
- discussed how illiteracy retards social development
- read a passage about the function of education in social development
- practised conditional statements
- discussed the role of students in social service

**A      Charpara is a typical village in Bangladesh. Most of the people here are poor and illiterate. Look at the chart below and comment on their literacy rate.**

| Total Population          | Number of Literate People  | Number of Illiterate People |
|---------------------------|----------------------------|-----------------------------|
| Male — 1050<br>Male — 950 | Male — 300<br>Female — 100 | Male —750<br>Female — 850   |

**Now discuss in pairs how illiteracy hampers social development. Make at least three suggestions about how illiteracy may be overcome.**

**B      Read the following passage about the function of education in social development.**

Education is one of the basic needs of a human being and is essential for any kind of development. The poor socio-economic condition of Bangladesh can be largely attributed to most people’s inaccessibility to education. Many illiterate people do not have any knowledge of health; sanitation and population control. If they were educated, they could live a healthy and planned life. Education teaches us how to earn well and how to spend well. It enables -us to make the right choices in life and to perform our duties properly. It enhances our ability to raise crops, store food, protect the environment and carry out our social responsibilities. It is only education which can help us to adopt a rational attitude. It provides us with an enlightened awareness about things and this awareness is the prerequisite for social development.

**Now discuss in pairs the following.**

- 1      Why are most people in Bangladesh uneducated? How is poverty both a cause and an effect of illiteracy?
- 2      What would happen if all people were educated?
- 3      How can an educated person live a healthy and planned life?
- 4      Give some examples of superstitious beliefs prevailing in your society.
- 5      How can education give us a better life?

**C      Look at the following conditional sentence and notice its structure. If they were educated, they could live a healthy life.**

**Now write at least 10 sentences of this pattern. Remember, this kind of sentence refers to the imaginary future.**

**D      Discuss in pairs what social service you as students can offer to your community in your spare time. Make a list of activities you can do.**

**Focus :**

| Skills                       | Functions                   | Grammar/Structure           | Vocabulary  |
|------------------------------|-----------------------------|-----------------------------|---|
| Discussion, reading, writing | Making suggestions, listing | Second conditional sentence | attribute, inaccessibility, sanitation, awareness, prerequisite |

## Lesson 3

### Work all, prosper all

**Objectives:** By the end of the lesson you will have

- discussed odd jobs and self-employment
  - read a passage about women's participation in an income-generating activity
  - written some conditional sentences
  - asked questions for given answers in an interview
  - drafted a dialogue
- 

**A All young people want a job. If you are active and innovative, you might find something worth doing. Discuss in pairs some ways and means of earning money if you do not get a job after finishing your education. Remember, no work is beneath your dignity as long as it is fair and honest**

**B Read the following passage on women's participation in income- generating activities.**

Working opportunities for women are very few in rural areas of Bangladesh. They usually spend their time doing their household chores. The ILO recently started a project titled "Technologies for Rural Employment with Special Reference to Women and Sustainable Development": The aim of this project is to impart training to rural women in various activities and make them self-reliant.

Sakhina Begum is a beneficiary of this project. She attended a training course on food processing at the Bangladesh Agriculture Research Institute (BARI) at Gazipur. Sakhina has two school-going children. Her husband is a rickshaw—puller who does not earn enough to support the family and pay for the children's education. From the BARI training course, Sakhina learnt how to make jam, jelly, pickles, popcorn and many other food items. Along with her fellow project beneficiaries, she is now producing these items and selling them in the local market. With the proceeds, she is now able to add to her family income. -If they continue doing their work, Sakbina and other women working with her will surely see happier days with the new employment opportunities created by the ILO project.

**Now discuss the following questions in pairs.**

- 1 What is ILO? What do you know about it?
- 2 What is the aim of the ILO project mentioned in the passage?
- 3 How has Sakhina changed the lot of her family?
- 4 How would you evaluate Sakhina's work in a broader social perspective?

**C** Write at least 5 similar sentences based on the structure used in the following conditional sentence. This kind of sentence refers to the probable future. If you are motivated, you will certainly find something worth doing.

**D** A reporter of The Rising Sun has recently interviewed Sakhina Begum. The following is the English version of the answers she gave to the reporter’s questions. Work in pairs and guess what the reporter’s questions were.

- 1 No, I’m married.
- 2 Two. A boy and a girl.
- 3 He’s a rickshaw-puller. He doesn’t earn enough.
- 4 We’re producing jam, jelly, pickle, nectar and many other items.
- 5 No, we don’t send our products to distant markets. We sell them all locally,
- 6 For four years.
- 7 I’m earning enough to look after my family well. I can also save some money every month.
- 8 Yes, my husband and fare planning to set up a small business of our own.

**E** Sakhina and her husband are now living a fairly solvent life. Imagine them discussing their children’s future. Plan out and write a short dialogue between them.

**Focus :**

| Skills                                     | Functions   | Grammar/Structure                          | Vocabulary                                     |
|--|---|--|--|
| Speaking, reading for information, writing | Forming questions, understanding speech conventions | First conditional sentence, question forms | innovative, sustainable, beneficiary, proceeds |

Lesson 4

Reducing gender disparity

**Objectives :** By the end of the lesson you will have

- given some examples of gender discrimination
  - read a passage about gender discrimination in Bangladesh
  - commented on some statements about gender disparity
  - Written your opinion on a gender issue
-

**A** Discuss in pairs what you understand by ‘gender disparity’ or ‘sexual discrimination’. Do you know any family where boys and girls are not treated equally? How are they discriminated against? In pairs give some examples of gender disparity that you see around you.

**B** Now read this typical case of gender disparity.

Rokeya is a Bangladeshi girl who is about to finish school but she has no hopes of going on to college. Like millions of other parents, Rokeya’s parents think that educating a daughter is a waste of time and money. They have decided that they will now marry her off and use their scarce resources for their son’s education. Rokeya used to worry about lessons and tests, but now she worries more about getting married and having children. She used to dream about being a doctor, but now faces a life of household chores and bringing up children. She used to be happy being a girl but now wishes she were a boy. If she had been a boy, she could have gone to college and university.

**Now discuss in pairs the following questions.**

- 1 What is Rokeya denied?
- 2 Do you agree with Rokeya’s parents’ decisions? Give reasons for your answer.
- 3 How would you feel if you were in Rokeya’s position?

**C** Now read in pairs the following statements and write down our comments on them.

Gender description is a barrier to socio-economic development.

Elimination of gender disparity is essential for upholding human rights.

The gender issue is a challenge to social progress.

Gender friendliness is the watchword for success.

There is no contradiction on gender issues in Islam.

A society which enslaves its women is sure to lag behind.

**D** Notice the structure of the following conditional sentence and write at least 5 more sentences.

If she had been a boy, she could have gone to college. (This means that she was not a boy and so she could not go to college.)

**E** Fill in each blank of the following passage with an appropriate word.

Women \_\_\_\_\_ almost half of the total \_\_\_\_\_ of Bangladesh. Without the \_\_\_\_\_ or this bulk of population, no overall social and \_\_\_\_\_ development is possible. If

women come \_\_\_\_\_and work \_\_\_\_\_, with the male \_\_\_\_\_, the developmeit process will be \_\_\_\_\_.

**F** Can gender disparity be totally eliminated? If not, write what young people like you can do to change people’s traditional attitudes in reducing gender disparity.

**Focus:**

| Skills                     | Functions                        | Grammar/Structure                            | Vocabulary  |
|----------------------------|----------------------------------|--|---|
| Speaking, reading, writing | Making comments, giving opinions | Use of ‘used to’, third conditional sentence | disparity, dissemination, elimination, watchword, contradiction, enslave, reduction |

Lesson 5

Think positive

**Objectives:** By the end of the lesson you will have

- discussed some fatalistic attitudes towards life
- read a passage about people’s belief in fate
- written some sentences with relative clauses
- corrected mistakes in a passage
- compared attitudes towards fate between generations

**A** Discuss In pairs what you understand by ‘fatalism’. Do not confuse it with ‘fatal’.

How do poor people in Bangladesh look at their own poverty? Do they accept it as ordained by fate? Elaborate this point as far as you can.

**B** Now read the following passage to learn more about common fatalistic beliefs among Bangladeshi people.

There ate many people in Bangladesh who have a conservative outlook. Quite early in life they learn to believe that everything in this world was predetermined and all that happens to them was ordained by God. From this belief the poor

generally accept their poverty and all their sorrows and sufferings without trying much to overcome them. They also hold a firm belief that those who undergo sufferings in this material world will be amply rewarded in the next world. They believe that God Himself decides how much or little a person should possess. Therefore, there is no point in trying to overcome poverty. They also have the same sort of attitude towards illness and disease.

**Discuss in small groups the following questions.**

- 1
- What is a fatalist? What is his/her attitude to poverty?
- 2
- What does a fatalist think about diseases?
- 3
- How does fatalism run counter to social development?
- 4
- What do you understand by ‘free will’?
- 5
- Are you a fatalist or a free will agent or both? Explain how.

**C      Look at the following two sentences and notice the position of the relative clause in them.**

God helps those who help themselves.

Those who suffer in this world will be rewarded in the next world.

Write at least five other sentences to show such positional difference of relative clauses.

**D      Look at this passage. You will see there are some mistakes here. Work in pairs, identify the errors and correct them. Then rewrite the whole passage,**

The industry is mother of good luck. No nation can progress except industry. If we want to prosper our society we must work hardly. We are, all free will agent. We should belief that we can change our life by our own effort, we should to come and work united for develop our society.

**E      Does your attitude towards fate differ from those of your grandparents? Discuss in pairs. Then write a paragraph of about 100 words showing any difference that you have found.**

**Focus:**

| Skills                       | Functions                      | Grammar/Structure                        | Vocabulary                                 |
|------------------------------|--------------------------------|--|--|
| Discussion, reading, writing | Rewriting a passage, comparing | Adjective clauses with , ‘who/that/which | fatalism, predetermined, ordain, free will |

Lesson 6

Help at hand

**Objectives:** By the end of the lesson you will have

- learnt about some key international organisations
- read a passage about UNICEF activities in Bangladesh
- converted some jumbled information into a coherent composition

**A** Apart from national (both government and non-government) organisations, there are many international organisations that work towards development in Bangladesh. Here are the acronyms of some of them. Work in pairs and write their names in full.

|        |      |       |
|--------|------|-------|
| ADB    | WHO  | UCEP  |
| UNESCO | IMF  | UNIDO |
| UNICEF | UNDP | WFP   |
| FAO    | EDM  | UNFPA |

**B** Now read the following passage about UNICEF activities in Bangladesh.

UNICEF stood originally for the United Nations International Children’s Emergency Fund. But now it is the United Nations Children’s Fund which gives long-term help to children of developing nations. It runs several welfare projects in Bangladesh. It has established numerous maternity and baby care centres around the country to ensure the health of babies and child-bearing mothers. It has helped Bangladesh get rid of contagious childhood diseases. It has organised training programmes to create rural health workers. Through awareness-raising activities about health and nutrition, this organisarion has been able to reduce infant mortality rates in Bangladesh. Besides, in times of disasters like cyclones, flood and famine, it undertakes humanitarian work to help the affected people. To facilitate education, UNICEF distributes reading and writing materials among students, trains teachers and promotes primary education particularly among girls. It also assists a variety of rehabilitation programmes in Bangladesh.

**Discuss in pairs the following questions.**

- 1 What is the aim of UNICEF?
- 2 How does UNICEF help reduce infant mortality in Bangladesh?
- 3 What does UNICEF do in the education sector?
- 4 How does UNICEF help social development in Bangladesh?

- D** The box below contains some jumbled information about an NGO. Use the information to write a passage.

|   |                  |                    |
|---|------------------|--------------------|
| UCEP  | trained teachers | since 1972         |
| neglected Children                                    | servants         |                    |
| about 20,000 students                                 |                  | hawkers            |
|   |                  | technical training |
| general education                                     | street urchins   | hotel boys         |
| programme   | since 1972       | programme          |
|   |                  | employment         |
| UCEP training cell                                    | 3 shifts         | programme          |
|   |                  | upto class VII     |
| <b>Underprivileged Children's Education Programme</b> |                  |                    |

### Focus :

| Skills                     | Functions   | Grammar/Structure         | Vocabulary  |
|----------------------------|---|---------------------------|---|
| Speaking, reading, writing | Discussing roles, understanding jumbled information | Acronyms, present perfect | acronyms, maternity, equipment, mortality, humanitarian, rehabilitation |

**Unit Sixteen: Wonders Home and Abroad**

**Lesson 1**

**The Sangsad Bhaban**

**Objectives:** By the end of the lesson you will have

- talked about our Parliament
- read a passage about the Parliament House of Bangladesh
- asked and answered some questions
- rewritten a sentence
- explained some sentences
- written your comments on our Parliament House

- A      What is a parliament? What happens in a parliament? What do you know about the Bangladesh Parliament? Discuss these questions in pairs.**
- B      Now read this passage about our Parliament Building.**

The Sangsad Bhaban (Parliament House) at Sher-e-Bangla Nagar in Dhaka is a wonder of modern architecture and technology. It is one of the largest and most spectacular parliament buildings in the world. Originally designed by the famous American architect Louis I Kahn, this 155 ft high 9-storey building is surrounded by an artificial lake called the Crescent Lake. The main section is hidden behind a strong outer covering with circular and triangular openings. The structure has 1605 doors, 335 windows, 365 ventilators and corridors totaling to a bewildering length of 41.6 kilometers. But for the help of a guide, one could easily get lost in these deceptive corridors. The house has 354 seats for MPs, 56 for guests, 40 for journalists and 430 for spectators. It has also three party rooms each of which can seat 153 people. The whole place is air conditioned and includes all modern amenities. Although construction work on this structure started in 1964, it was finally inaugurated in 1982 and the first parliamentary session was held on 15 February the same year. Being a highly complex structure, its annual maintenance cost is about 50 million taka. This is truly a wonder for a poor country like Bangladesh.

**Write down at least 6 questions on the basis of the text above. Now work in pairs to ask and answer those questions. Your questions and answers may be like this:**

*Question: Who designed the Sangsad Bhaban?*

*Answer: Louis I Kahn of the USA.*

- C      Notice the use of the superlative forms of adjectives in the following sentence.**
- The Parliament House is the largest and most spectacular building in the country.

Now rewrite the sentence using the positive and comparative forms of the two adjectives (large, spectacular). You may use more than one sentence.

Explain the following sentences by adding one or two sentences to it. One has been done for you.

- This is the largest building in the country. No other building in the country’ is larger *than this*.
- This is the second largest building in the country.
- This is one of the largest buildings in the country.
- This is the largest building I have ever seen.
- This is the largest building ever constructed in the country.

- D
- Make 5 sentences describing things or places or people using adjectives in the positive, comparative or superlative degrees. Remember they must contain genuine facts. e.g. Asia is the largest continent.
- E
- You have read that our Parliament House is a highly expensive building. What do you think of having such an expensive building in a country like ours? Write your comments in about 8-10 sentences.

Focus:

| Skills                     | Functions  | Grammar/Structure               | Vocabulary   |
|----------------------------|--|---------------------------------|--|
| Speaking, reading, writing | Asking and answering questions, explaining, commenting | Comparative forms of adjectives | architecture, spectacular, storey, triangular, deceptive, bewildering, spectator, amenities, inaugurate, maintenance |

Lesson 2

The Jamuna Multi-Purpose Bridge

- Objectives :
- By the end of the lesson you will have
  - talked about important bridges in Bangladesh
  - read a passage about the Jamuna Multi-Purpose Bridge
  - discussed some questions about the bridge
  - filled in a vocabulary chart
  - justified a statement
-

**A**     **Word in pairs and name some important bridges in Bangladesh. Make a list of them and see how many of them yon have visited. If you have visited the Jamuna Multi-purpose Bridge, Tell your partner what impressed you most about the bridge.**

**B**     **Read the following passage about the Jamuna Multi—Purpose Bridge.**

The Jamuna Multi-Purpose Bridge over the mighty river Jamuna in Bangladesh is a triumph of modem engineering and technological skills. 4.8 kilometres long and 18.5 metres wide, this bridge which connects the districts of Tangail and Sirajganj is the longest ever in Bangladesh and the eleventh largest in the whole world. The main bridge was constructed by the Hyundai Construction Co. of South Korea. About 15,000 people worked for four years to build this gigantic bridge. The bridge is connected with a 15.3 km approach road on the east and another of 14.4 km on the west. It has 50 pillars and 49 spans. Each of its 121 piles has an average depth of 83 metres to guarantee its strength and durability. The total cost of this huge structure was more than seven hundred million US dollars which came jointly from the Bangladesh Government, the World Bank, the Asian Development Bank, and Japan. Apart from railway and motorway communication, this multi-purpose bridge will also facilitate gas, electricity and telecommunication lines between the two parts of the country.

**Now discuss the following questions in small groups.**

- 1        What features in this bridge may be considered spectacular?
- 2        Why is it called a ‘multi-purpose bridge’
- 3        How does the bridge particularly benefit the northern districts of Bangladesh?
- 4        Does the bridge help you personally in any way? If so, how?
- 5        Do you have any other information about the bridge which is not given in the passage?

**C**     **Look at the following vocabulary chart and see how one part of speech can be changed into another. Fill in the blank boxes with the appropriate forms or words. The first one has been done for you.**

| <i>Noun</i>     | <i>Verb</i> | <i>Adjective</i> | <i>Adverb</i>   |
|-----------------|-------------|------------------|-----------------|
| Example: length | lengthen    | long             | long/lengthwise |
|                 | deepen      | deep             |                 |
| width           |             | wide             |                 |
|                 | strengthen  |                  | strongly        |
| construction    | construct   |                  |                 |
|                 |             | complete         |                 |
| communication   |             | communicative    |                 |

Now choose at least one row of words and make sentences with every item. Use the adjective both attributively and persuasively. e.g.

It was a long journey. (attributive)  
The journey was long. (predicative)

**D      The Jamuna Multi-Purpose Bridge has brought about a revolutionary change in the communication sector of Bangladesh. Write at least 7 sentences to support this statement.**

**Focus :**

| Skills   | Functions  | Grammar/Structure                      | Vocabulary   |
|--|--|--|--|
| Discussion, reading for inference, writing a passage | Filling in a chart, giving impressions, giving supporting statements | Adjective clause introduced by ‘which’ | triumph, gigantic, guarantee, durability, multi-purpose, telecommunication |

Lesson 3

The Taj Mahal

- Objectives:** By the end of the lesson you will have
- asked and answered some questions about a building
  - read a passage about the Taj Mahal
  - answered some questions on the text
  - rewritten a passage
  - found the difference between two clauses

**A      written your reaction to a statement in pairs.**

- 1      Where is the Taj Mahal?
- 2      What kind of a building is it?
- 3      Why is it called the Taj Mahal?
- 4      Who built it?
- 5      Why was it built?
- 6      What is it a symbol of?

**B      Read the following passage about the Taj Mahal in India.**

It has been over three hundred years since Emperor Shah Jahan of Delhi built the Taj Mahal as a tomb for his wife in Agra. Architecturally, it is still one of the most beautiful buildings in the world. The building is made of fine white marble with, inlays of coloured marble. It has eight sides and many Open arches. It rests on a platform or terrace of red sandstone, Four slender white towers rise from the corners of the terrace. There is a large dome above the centre of the building. Around this large dome there are four smaller domes. Just inside the outer walls, there is an open corridor from which visitors can look through carved marble screens into a central room. The bodies of Shah Jahan and his wife Mumtaz lie in two graves below this room.

The Taj Mahal is surrounded by a beautiful garden and there is a long pool that stretches out in front of the building. One can see the beauty of the Taj Mahal in its reflection in the pool water. Visitors come to see this wonderful building at different times of the day since it assumes a different look at different times. Most people like it best on moonlit nights.

**Now discuss the following questions in pairs or groups.**

- 1      What architectural feature of the Taj Mahal makes it most impressive?
- 2      How does the pool outside enhance the beauty of the Taj Mahal?
- 3      What special feelings prompted Shah Jahan to build such an expensive building?

**C      Rewrite the following passage replacing the underlined words by synonymous words or phrases.**

Some people think that the Taj Mahal is most beautiful at sunset. At this time the marble picks up the colour of the sunset and the building and its reflection in the pool gleam pink jewels. Others like it at noon when the bright sun makes the marble shine pure white. Still others think it should be seen by moonlight.

**D      Notice the difference between the ‘since clauses’ in the two sentences below. The first is an adverbial clause of time, while the second is an adverbial clause of cause.**

It has been over three centuries since Shah Jahan built the Tj Mahal.  
Most people visit the Taj Mahal on moonlit nights since it looks best by moonlight.

**Write at least two other sentences showing each type of the adverbial clause.****E      Bill Clinton, while visiting India in 2000, said, “The world is divided into two parties— those who have visited the Taj Mahal and those who have not. I am lucky I belong to the first party.” Write your response to this statement in 5 sentences.**

Focus :

| Skills                               | Functions                                       | Grammar/Structure                                      | Vocabulary  |
|--------------------------------------|---|--|---|
| Speaking, intensive reading, writing | Providing information, responding to statements | Adverbial clause of time & cause introduced by ‘since’ | architecturally, inlays, arch, terrace, sandstone, assume |

Lesson 4

The Great Wall of China

**Objectives:** By the end of the lesson you will have

- talked about China
- discussed what you want to know about the Great Wall of China
- read a passage about the Wall
- discussed the in formation in the passage
- rewritten a passage
- written a letter

- A
- What do you know about China? Discuss in pairs (you might talk about its location, the people, their language, their major religion and their culture).
- B
- You may have heard about the Great Wall of China. The passage below deals with this wall before you read it, write at least five questions asking about this wall. e.g. When was it built?

The Great Wall of China is the largest defence fortification and the greatest building enterprise ever undertaken by man. About 1500 miles tong, this unique wall stretches from the Gulf -of Chili of the Yellow Sea along the northern frontier of China to Kansu Province iii the west. The width of this wall varies from 15 to 40 feet at the base, and from 12 to 35 feet at the summit. Its height ranges from 20 to 50 feet, It is the only structure on earth that can be identified from the moon.

Walled frontiers between the kingdoms in China date from at least the 4fh century BC. In the 3 century BC, the first emperor of “Chin”1 after uniting China, linked up the existing walls and built new sections to create the Great Wall as a

continuous unit. His purpose was to defend China from the Huns on the north. Watch towers and garrison stations were set at regular intervals in order to send signals and guard the bulwark. The wall was constructed in such a way that troops summoned by beacon fire could be quickly transported along its top.

The wall was built mostly of rubble, although the western sections are of tamped earth and important passes are of brick or masonry. The wall was frequently modified in later centuries. Some of its sections were built in the 15th and 16th centuries with new facilities of high towers. Before that, extensive repairs and extensions were made at various periods, notably during the Ming dynasty.

**Now look back at your questions and see which of them have been answered in the passage.**

**Then discuss with your partner the structure and the purpose of the Great Wall.**

**C Underline the passive structures in this text. Why do you think the passive voice has been used in describing the Great wall?**

**D Rewrite the following passage by filling in the gaps with appropriate words.**

China is a \_\_\_\_\_ country of \_\_\_\_\_ Asia. It is \_\_\_\_\_ by several countries such as Mongolia, Russia, Korea. Hong Kong and India. It is the most thickly \_\_\_\_\_ country with about one-fourth of the total world \_\_\_\_\_. The official \_\_\_\_\_ is Mandarin and most of the people are \_\_\_\_\_ of Buddhism.

**E What more would you like to know about China? Imagine you have a pen-friend In that country. Write a short letter to him/her expressing your curiosity. You any send your letter to:**

Li Hong  
Flat 6  
40 Huaihai Road  
West Shanghai  
China

**Focus :**

| Skills   | Functions                           | Grammar/Structure | Vocabulary  |
|--|-------------------------------------|-------------------|---|
| Discussion, intensive reaching, writing a letter | Asking for information, gap-filling | Passive Voice     | fortification, enterprise, frontier, garrison, bulwark. beacon, rubble, tamped, masonry, dynasty. |

## Lesson 5

### The Trans-Siberian Railway

**Objectives:** By the end of the lesson you will have

- talked about Siberia
  - read a passage about a specific railway
  - formed new words by adding affixes to some given words
  - guessed meanings of a prefix in different words
  - made an itinerary and defended it
- 

**A** You may have heard about migratory birds coming to Bangladesh in winter. Do you know where they come from? Discuss in pairs what you know about that place.

**B** Read this passage about the Trans-Siberian Railway.

The 4,607-mile long Trans-Siberian Railway is the longest railway in the world. It runs across Siberia, a vast Asian part of Russia, from Chelyabinsk in the Ural Mountains to Vladivostok on the Pacific coast. Although studies of project of the railway date from the mid-19<sup>th</sup> century, its construction actually began in the Czarist regime in 1891 and it was opened for use in 1905. The construction of the railroad encountered enormous problems including wide rivers, steep grades around Lake Baikal, permafrost in Eastern Siberia, extremes of temperature and political turmoil. But all obstacles yielded to human endeavour. Thirty-eight tunnels were cut through the mountains along the shores of Lake Baikal and the all-Russian route, which was completed by 1917, covered a total distance of 5,973 miles from Leningrad to Vladivostok. Modernization of the railway followed in the 1930s. It was originally a single track but a second track was laid later and electrification was undertaken soon after. This vast railway was a major element in the settlement of Siberia at the turn of the 20<sup>th</sup> century. It is a vital artery linking outlying Siberian industrial regions and mining centres with the core economic area of European Russia.

[permafrost = frozen layer of soil]

**Now discuss the following questions in pairs.**

- 1 What do you think 'trans' means in the word 'Trans-Siberian'?
- 2 The passage says the problems of constructing the railway was overcome by 'human endeavour'. Give some examples of how the builders endeavoured to construct the railroad.
- 3 What do you understand by Asian Russia and European Russia? What purpose does the Trans-Siberian Railway serve?

**C**     **An affix is a letter or group of letters which is added to the beginning or end of a word to change its meaning or use and make a new word. For example, in the word Sub continental’, ‘sub’ and ‘al’ are affixes. The affix which is added to the beginning of a word is called a prefix, whereas the one added to the end of a word is called a suffix.**

**Now make new words by adding prefixes and suffixes to the following words.**  
nation, political, human, cover, economic

**The prefix ‘trans’ has three different meanings in different words. Guess meanings of the following words.**  
transatlantic, transcontinental, trans-racial, transformation, transplantation, transcribe

**D**     **Suppose you and your friends are going to visit a place in Bangladesh which is quite far from where you live. First choose the place. Work in groups and make plans for the Journey (think of cost, time, how you want to travel, what you want to see and do, etc). Then write a short composition describing your plans.**

**Focus :**

| Skills                       | Functions   | Grammar/Structure  | Vocabulary  |
|------------------------------|---|--|---|
| Discussion, reading, writing | Making plans, expressing intentions, guessing meanings of words | Passive voice, affixes, intentions (want to/hope to/would like to) | regime, encounter. permafrost, turmoil, give in, endeavour, electrification, core |

Lesson 6

The Empire State Building

**Objectives:** By the end of the lesson you will have

- talked about the United States of America
  - read a passage about the Empire State Building
  - discussed some questions on the passage
  - changed a simple sentence into a complex one
  - practised adverbial clauses of concession
  - converted a poem into a paragraph
  - written a passage
-

**A Discuss in pairs what you know about the USA. Comment on Bangladesh is going to America in large numbers.**

**B Read the following passage about the Empire State Building in New York.**

Manhattan, the commercial centre of New York, is one of the five boroughs that make up the entire city. Since the borough is an island, the only direction left for its expansion is upwards. As a result, Manhattan is now a seat of the world's largest skyscrapers

The 102-storey Empire State Building in Manhattan was the tallest building in the world from its completion in 1931 to 1970. Designed by the architectural firm of Shreve, Lamb and Harrison primarily as an office building, the Empire State Building was provided with rarely used docking facilities for dirigibles which are no longer used. In the 1950s a 70-ton television tower was added on the top. Millions of people including presidents and kings have visited its observation desk on the 86<sup>th</sup> floor and the top of the tower on the 102<sup>nd</sup> floor which is 381 metres above the street. This building was surpassed in height by the World Trade Centre (419 metres), another Manhattan skyscraper, in 1971. Surpassing them both, the 110-storey Sears Tower (443 metres) was built in Chicago in 1973. The tallest building of the world now is the Petronas Tower (451.9 metres) which was built in Malaysia in 1996. Despite the construction of taller edifices, the Empire State Building remains in the popular mind the epitome of man's building skill and a vital symbol of New York.

**Now discuss in small groups the following questions.**

- 1 Which is bigger— Manhattan or New York?
- 2 What do you understand by 'skyscraper'? Can you guess the meaning by looking at the word itself? Can high-rise buildings in Bangladesh (e.g. Shilpa Bank building in Dhaka) be called skyscrapers?
- 3 Why has Manhattan become a borough of skyscrapers?
- 4 What is the position of the Empire State Building in the world in respect of height?

**C Look at this sentence structure. Write 3 sentences with similar patterns using though/although/in spite of.**

**Despite the construction of taller edifices, the Empire State is the most famous building in America.**

**D Write the following poem in the form of a short paragraph.**

Streets as straight as lines on paper.  
Avenues go left and right.  
Empire State, the tall skyscraper.  
Buildings made of glass and light

All around Manhattan island.  
Water flows. The seas allow  
No more building. On the high land  
All the ground is used by now.  
City of eight million men.  
(Less by night but more by day)  
Now grows only upwards. When  
Will it stop? No one can say.  
(I Nymble)

E      **Could we build skyscrapers in Dhaka? Write 8-10 sentences justifying your answer.**

**Focus :**

| Skills                       | Functions   | Grammar/Structure  | Vocabulary  |
|------------------------------|---|--|---|
| Discussion, reading, writing | Justifying statements, transferring information into a different format (poem to prose) | Use of ‘despite’ & adverbial clause of confession, passive | Borough, skyscraper. surpass edifice, epitome, dock, dirigibles |

Lesson 7

The London Underground

**Objectives:** By the end of the lesson you will have

- talked about UK
- read a passage about the London underground
- discussed some questions on the picture and passage
- talked about the use of active and passive voice
- written a letter of proposal

- A      **Discuss in pairs what you know about the UK (or Britain as it is more commonly called).What is its capital? Mention some famous places in Britain if you can.**
- B      **What do you mean by “underground”? Read this passage about the London underground.**

An underground is an electrically operated underground railroad. Its construction was first stimulated dated in the 19<sup>th</sup> century. The world's first underground was the brainchild of Charles Pearson, solicitor of the city of London. The first phase between Farrington to Paddington was begun in 1860 and completed in 1863. The construction was done in the cut-and-cover method. An arched brick structure was first constructed in an open trench and then earth was backfilled over it. The locomotive power for the trains being supplied by steam, the underground then had a sulphurous atmosphere. In spite of that, the subway attracted about 10 million passengers in its first year of operation. Its primary 'success encouraged additional construction in 1886. Instead of the old cut-and-cover method, this time a new construction device was used. James Henry Greathead developed a steel made cylindrical tube which could be forced forward into the ground by means of hydraulic jacks. This method made it possible to dig tunnels deep enough not to disturb surface buildings and traffic. The depth of the tunnels then necessitated the installation of lifts at the stations. Electrification of the lines made it possible. Later on, lifts were replaced by escalator. With the use of electricity, great expansion took place and by the early 1970s London had 102 miles of underground lines, the second largest in the world. The largest underground (or subway as it is called there) is now in New York. The increasing automobile congestion in metropolitan cities has spurred the building of new underground or subway systems in other cities too.

**Now discuss the following questions with your partners.**

- 1      What method of construction was first used for the London underground? What were the problems of this method?
- 2      What method of construction was used later on? What were the merits of this method?
- 3      Why is an underground railway necessary for a busy metropolitan city? Can you name any other cities where there are underground railway systems?
- 4      Do you think an underground railway system should be introduced in Bangladesh?

**C      In this unit you have come across many sentences in the passive voice. Read the following sentence.**

Its construction was first stimulated in the 19<sup>th</sup> century.

**Can you say why the sentence is written in at passive voice? Discuss in pairs where we use active voice and where passive.**

**Remember, active voice and passive voice are not always interchangeable. For example, the sentence 'He was born in 1975 cannot be changed into the active form.**

again, 'He has a car' should not be changed into the passive form as it would sound most unnatural.

Now give at least more examples where only active or passive constructions are used.

- D Write a letter to the editor of The Rising Sun urging the authorities to build an underground transport system for the traffic congested city of Dhaka.

**Focus :**

| <b>Skills</b>   | <b>Functions</b>                     | <b>Grammar/Structure</b> | <b>Vocabulary</b>  |
|---|--------------------------------------|--------------------------|--|
| Speaking, reading for inference, writing a letter of proposal | Making a proposal, suggesting action | Active and passive voice | stimulate, brainchild, sulphurous, hydraulic, necessitate, installation, escalator, congestion, spur, locomotive |

## Unit Seventeen: Modes of Communication

### Lesson 1

#### What is communication?

**Objectives:** By the end of the lesson you will have

- talked about communication
  - listened to and acted out a dialogue
  - written a dialogue
- 

**A In pairs discuss the following.**

- 1 What do you understand by 'communication'?
- 2 How do we communicate?
- 3 What kind of things do we communicate?
- 4 How many people need to be involved for communication to take place?

**B Look at the following pictures and in pairs say what is happening in each of them.**



**C Now discuss who is communicating with who when one is engaged in the following.**

- reading a newspaper
- writing a letter
- speaking at an official meeting
- listening to the radio

**D Two friends meet in a park and start talking. Listen to their conversation as your teacher reads it out. Then in pairs note down some of the spoken expressions that you can identify as being different from written language.**

Richard: Hi John, anyone sitting here?  
John: No. I'll just move my bag.  
Richard: Right.  
John: Here you are!  
Richard: Thanks. . . .Nice day, isn't it?  
John: It's lovely, yes. It does make a change though, doesn't it?  
Richard: Let's hope it lasts.  
John: Mm, mm.  
Richard: What ... what's that book you're reading, John? Looks really interesting.  
John: Oh, it's called Life on Earth, I-got it because of that TV programme.  
Richard: Did you see it - a few weeks ago?  
John: No, I don't think I did.  
Richard: It's about how life began. Actually, I've got a project at school  
John: on this. It's really quite fascinating.  
Richard: I see. Well, I like a bit of TV too but old movies really.  
John: Me too.  
Richard: They're on very late. Don't get to see a lot.  
John: There just isn't time, no time at all.  
Richard: I'm off to the cinema tonight.  
John: To see.....?  
Richard: The new Clint Eastwood film, 'Do you fancy coming along?  
John: That'd be nice but I'm meeting Peter this evening. Sorry.  
Richard: Some other time then. Bye.  
John: Bye. See you later.

**E In pairs act out the dialogue.**

**F Write a dialogue between an English teacher and a student talking about some of the things the learner could not understand clearly in class. Try using some of the expressions from the dialogue above.**

**Focus :**

| Skills                     | Functions              | Grammar/Structure                    | Vocabulary                      |
|----------------------------|------------------------|--------------------------------------|---------------------------------|
| Speaking, reading, writing | Exchanging information | Present continuous to express future | come along, I'm afraid, I'm off |

Lesson 2

Types of communication

**Objectives:** By the end of the lesson you will have

- read a few short extracts to identify different types of communication
  - made inferences from a text
  - converted a poem into prose form
- 

**A** In pairs list the different ways we communicate with others. Which is the most common?

**B** Identify what types of communication the following extracts are.

1

Sameen: Excuse me.  
Tanvir: Yes?  
Sameen: I need to go to the English Department. Can you tell me where it is please?  
Tanvir: Certainly. Walk straight down there, and the first building on your left is the Senate Building. Turn left after the Senate Building and take the second right. The building straight in front of you is the Shahidullah Arts building. The chairman’s office is on the ground floor. Do you think you can manage?  
Sameen: I think so. Thank you very much.  
Tanvir: You’re welcome.

2

Rubel: Hello  
Huang: Hello  
Rubel: Can I speak to Huang please?  
Huang: Speaking. Who’s that?  
Rubel: This is Rubel - from Bangladesh.  
Huang: Hello Rubel. Nice to hear from you. How are things there?  
Rubel: Okay. Huang, could you tell me when exactly we have to report back after the summer holidays?  
Huang: I think ...it’s on the 1st of July. But let me check. Yes, the 1st of July.  
Rubel: Thanks a lot. How are things at your end?  
Huang: Fine.  
Rubel: Well, I have to go now. You know - long distance calls!  
Huang: Sure. Bye then.  
Rubel: Bye. See you soon.  
Huang: Bye.

3

Dear Sir,  
The fridge I bought last week from your shop is not working properly. I would like you to send a immediately technician to set it right.  
Yours sincerely  
J Ahmed.

4

Desdemona: O! Banish me, my lord, but kill me not!  
Othello: Down, Strumpet!  
Desdemona: Kill me to-morrow; let mc live to-night!  
Othello: Nay, if you strive  
Desdemona: But half an hour!  
Othello: Being done, there is no pause.  
Desdemona: But while I say one prayer!  
Othello: It is too late. (He smothers her)  
(From Shakespeare’s Othello)

5

The trees are in their autumn beauty,  
The woodland paths are dry,  
Under the October twilight the water -  
Mirrors a still sky;  
Upon the brimming water among the stones  
Are nine and fifty swans  
(Extract from W 13 Yeats, *The Wild Swans at Coole*)

C

In pain discuss:

- 1
- What is the relationship between Tanvir and Sameen in Text 1? Follow the instructions given by Tanvir and draw a map of the place.
- 2
- Where do you think Huang lives? (Text 2)
- 3
- Guess the relationship of the writer to the receiver of the letter in Text 3.
- 4
- Imagine what may have happened that led to the incident in Text 4.
- 5
- What season is being described in Text 5?

D

Would you consider Text 5 a type of communication? If so, why? If not, give reasons. Now convert Text 5 into prose form and write it down.

Focus :

| Skills                     | Functions                                    | Grammar/Structure                                 | Vocabulary                          |
|----------------------------|--|---|-------------------------------------|
| Reading, writing, speaking | Identifying different forms of communication | Direct speech, formal/informal speech and writing | senate, twilight, brimming, smother |

Lesson 3

Verbal and non-verbal communication

**Objectives:** By the end of the lesson you will have

- talked about verbal and non-verbal communication
- guessed the meaning of non-verbal gestures.
- written a passage on some modes of non-verbal communication in Bangladesh.

**A** Look at the following pictures and say what the actions of the people mean.



These people are not using spoken language and yet they are giving a message.

**B** In pairs discuss what the words ‘verbal’ and ‘non-verbal’ mean? Now what is ‘verbal communication’ and what is ‘non-verbal communication’? What kind of communication is taking place in task A?

**C** In pairs discuss what the following non-verbal gestures mean in our culture?

|                               |             |
|-------------------------------|-------------|
| 1 pointing your thumb upwards | 2 nodding.  |
| 3 smiling                     | 4 clapping  |
| 5 raising one arm             | 6 embracing |

**D** Discuss how the following can be expressed through non-verbal gestures. In pairs exchange non-verbal gestures to express the following.

anger, approval, disapproval, agreeing, disagreeing, happiness

**E** Write a short article (100 words) for your college magazine about the importance of non-verbal communication that we commonly use.

Focus:

| Skills            | Functions                       | Grammar/Structure              | Vocabulary  |
|-------------------|---------------------------------|--------------------------------|---|
| Speaking, writing | Expressing approval/disapproval | Gerund, participle, infinitive | verbal, non-verbal, clapping, approval disapproval, beckoning |

Lesson 4

Letter-writing as a mode of communication

- Objectives:** By the end of the lesson you will have
- distinguished between different types of letters
  - discussed some of the characteristics of formal and informal letters
  - written a letter of complaint

- A** In pairs discuss and note down the characteristics of formal and informal letter.
- B** Now read the following Letters and discuss the differences between them.

1

5 Azimpur Road  
Dhaka 1000  
17 July 2011

Subject: Room booking

The Manager  
Hotel Saiman  
Cox’s Bazar

Dear Sir/Madam

I would like to book a single room at your hotel for the nights of 20, 21 and 22 July. Could I possibly have a room with a balcony and attached bath? Please let me know if you need an advance payment for booking.

I look forward to having from you.

Yours faithfully

ah khan  
(AH Khan)

2

10, Mirpur, Dhaka  
18 July 2011

*Dear Salma and Rubel,*

*How are you both? Well, I hope you're ok. And working hard, as usual.*

*Can I ask of you a favour? I will be in Dhaka for a week for your Auntie's medical check-up. Can you put me up? Please let me know if there is a problem.*

*Love to the kids.*

*Best wishes*

*Md. Arif*

**C      Compare the two letters below. How are they different? Give example to show the difference.**

Department of English  
Jahangirnagar University  
Savar,  
17 July 2011

*Dar Parven,*

*It seems hard o believe that I've been in Savar for a whole month now! I promised to write and tell you how I was getting on so here goes!*

*When I first got here, I just couldn't get used to the slow pace of life! Now, though, I'm learning to take things easy-and I'm being to really feel at home. You can't imagine how beautiful the University campus is. It's very large, very green and probably the best campus in the country. It's simply wonderful.*

*My first impression of the students and teacher here is that they're really, really friendly and helpful. And the library is wonderful.*

*As you know I'm staying in a hall of residence. Life as a resident student is so different particularly if you're used to home comforts. But I'm getting used to it.*

*I really feel it's not that bad to be out of Dhaka-especially in such an idyllic atmosphere as this campus. Sorry, I've a class soon, so, I've to go. I miss you so much. Do write back when you've a spare minute.*

*Love*

*Sabina*

31/9 Mohakhali  
Dhaka 1212  
18 July 2011

Manager  
Singer Bangladesh  
Elephant Road  
Dhaka.

Dear Sir,

I am writing to complain about a new refrigerator I bought from your branch last Thursday. It is not working property. The cooling system seems defective. Since I bought the refrigerator only one much ago, I hoe that you will replace it with a new one. I am enclosing a copy of the receipt of purchase.

I hope you will take immediate action in this regard.

Your faithfully

S Ahmed

**D      Write a formal letter to the Manager of Rangs Bangladesh complaining about a TV set you have bought recently.**

**Focus :**

| Skills                     | Functions                       | Grammar/Structure                           | Vocabulary  |
|----------------------------|---------------------------------|---|---|
| Speaking, reading, writing | Making comparisons, complaining | Present perfect, letter-writing conventions | advanced, impression, defective, cooling, replace |

**Lesson 5**

**Fax**

**Objectives:** By the end of the lesson you will have

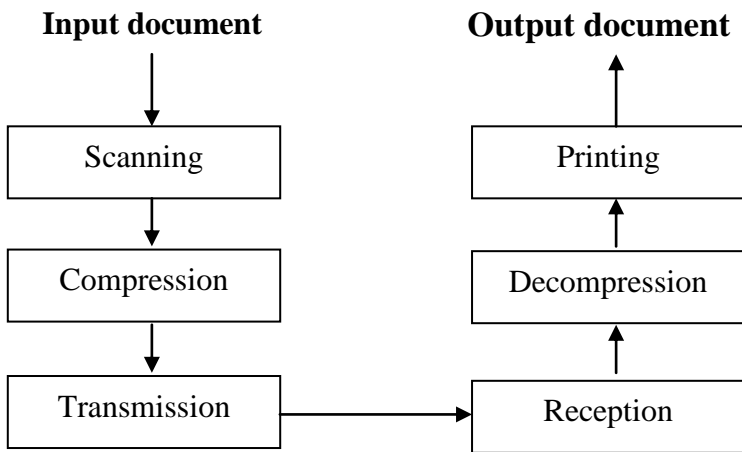
- talked about fax as a means of communication
  - read a passage about fax
  - transferred information presented in a figure into a descriptive passage.
-

**A Do you know what a fax is? What k it used for?**

**B Read the following passage and answer the questions below it.**

Document exchange through facsimile (popularly known as fax) systems is emerging as a major application of telecommunication due to its speed of transmission. A telephone connection is necessary for operating it. The fax machine is capable of transmitting and receiving printed matter, which may include graphics, drawings, pictures, handwritten texts, etc. This is highly suitable for business and official purposes which deal mostly with paper documents.

There are two types of fax systems - the photographic and the document. In the photographic fax, black and white, as well as gray level information is transmitted and printed. Typically there are 8 and 16 levels that can be recognised by the system. The document system handles only black and white levels. Generally the document facsimile is more popular than the photographic system. The receiver/transmitter functions; which are applicable to both the types of fax systems, are shown in the following figure.



Faxed messages are received immediately after being sent and has thus become an important tool for correspondence in the world of business, trade and commerce. It is also used for many different types of personal and official correspondence. It is cheaper than using the telephone. It takes less than a minute to fax one A4 size page of written message from Dhaka to Chittagong, Rajshahi, Khulna, Barisal, or any other town in 'Bangladesh, and it costs about 25 taka for that. The same message would take about 5 minutes over the telephone and would cost 3- 4 times more than what it takes to fax. That is why people prefer the fax to the telephone.

- 1 What are the benefits of the fax?
- 2 Convert the information contained in the figure about the process of sending a fax into written form,

**C Your friend works in a different city. A relative has suddenly developed a serious health problem. Write a short fax message to him requesting him to come.**

**Focus:**

| Skills                           | Functions             | Grammar/Structure | Vocabulary                                    |
|----------------------------------|-----------------------|-------------------|---|
| Speaking,<br>reading,<br>writing | Describing<br>process | Passive           | exchange, transmit,<br>correspondence, speedy |

Lesson 6

E-mail

**Objectives:** By the end of the lesson you will have

- talked about e-mail
- read a passage on e-mail
- written a newspaper article on the usefulness of e-mail

- A
- In pairs discuss and note down what you know about the telephone, fax, and telex as modes of communication.
- B
- What do you know about e-mail? Discuss in pairs.
- C
- Read the following passage and answer the questions below It.

Electronic mail, popularly known as ‘e-mail’, is the communication of textual messages via electronic means. Although telex communication is also electronic in nature, there are differences between a telex and e-mail. While telex communication is terminal-to-terminal, electronic mail communication is user-to-User via the computer. In telex, messages destined to a number of users are sent to the same terminal from where it is distributed in a printed form by an operator. On the other hand, e-mail is delivered to individual electronic mail boxes based in computers. In order to operate an e-mail system we need a personal computer, a modem and a telephone connection.

An important advantage of e-mail is its ability to reduce the consumption of paper in the office. Internal memos and reports can be exchanged electronically without using paper. Being a computer-based messaging system, files prepared on computers can be instantly copied and easily exchanged as e-mail. This facility has the potential of improving office efficiency considerably.

Being a person-to-person communication, e-mail turns out to be a chapter alternative to telephone conversation and eliminates the time spent in establishing phone calls. For a telephone conversation to materialise, both the caller and -the called must be present simultaneously. Some studies indicate that as much as 70 per cent of the business phone calls during business hours do not succeed in the first attempt due to unavailability of the party being called. E-mail permits communication between two parties without the parties actually being present simultaneously. Privacy is ensured as the mail is delivered to an individual’s mail box which can be accessed or opened only by the intended recipient.

E-mail has brought about a revolution in modern communication. Messages can be transmitted from one country to another within seconds. It is far cheaper than telephone calls. Trade and commerce has become greatly dependent on this speedy mode of communication. It has, however, not reached every one, especially in developing countries like ours, as most people cannot afford to have a personal computer. But even here people have started using commercially operated e-mail facilities for important purposes.

- 1        How is e-mail communication different from telex communication?
- 2        What, according to the passage, is the advantage of e-mail?

D

Write an article for The Rising Sun (200 word) about the usefulness of e-mail for students in Bangladesh.

Focus:

| Skills                      | Functions             | Grammar/Structure        | Vocabulary   |
|-----------------------------|-----------------------|--------------------------|--|
| Speaking, reading & writing | Describing facilities | Active and passive voice | textual, simultaneously, consumption, potential, transmit. |

Lesson 7

‘A man speaking to men’

**Objectives:** By the end of the lesson you will have

- read about the characteristics of a poet
  - read and understood a poem
  - discussed the qualities of good poetic writing
-

- A** According to Wordsworth, a poet is ‘a man speaking to men’. In this sense, a poet communicates through his/her poetry. Here is a simplified version of what Wordsworth says.

What is a poet? To whom does he address himself? And what language is to be expected from him? He is a man speaking to men: a man endowed with sensibility, enthusiasm and tenderness. He has a greater knowledge of human nature and a more comprehensive soul. He is aware of deep passions and feelings, and rejoices more than other men in the spirit of life. He has a strong imagination and can visualise things as if they were present in front of him.

(Source: Wordsworth's *Preface to Lyrical Ballads*, 1800—simplified)

**According to the passage, how are poets different from common people?**

**How does that make poets especially suitable to address people they have never met?**

- B** Here is a famous poem written by P B Shelley. Read it and answer the questions below.

### Ozymandias

I met a traveller from an antique land  
 Who said: two vast and trunkless legs of stone  
 Stand in the desert... Near them, on the sand,  
 Half sunk, a shattered visage lies, whose frown,  
 And wrinkled lip, and sneer of cold command,  
 Tell that its sculptor well those passions read,  
 Which yet survive, stamped out these lifeless things,  
 The hand that mocked them and the heart that fed:  
 And on the pedestal these words appear:  
 ‘My name is Ozymandias, king of kings:  
 Look on my works, ye Mighty and despair!’  
 Nothing beside remains, Round the decay  
 Of that colossal wreck, boundless and bare  
 The lone and level sands stretch far away.

- 1 Guess the meaning of the following words as used in the poem.  
*shattered, visage, despair*
- 2 This poet speaks of an ancient statue in a far-off land. Describe the statue.
- 3 Now in pairs, draw a picture of the statue as described in the poem.
- 4 What is the central idea the poet is trying to communicate? What words and expressions has he used to get this idea across to us, the readers?

- C Does Shelley display the special qualities of a poet that Wordsworth talks about? Give examples from the poem.**
- D Write a summary of the poem in simple English.**

**Focus:**

| <b>Skills</b>                    | <b>Functions</b>                      | <b>Grammar/Structure</b>        | <b>Vocabulary</b>   |
|----------------------------------|---------------------------------------|---------------------------------|---|
| Speaking,<br>reading,<br>writing | Understanding<br>underling<br>message | Imagery, figurative<br>language | endowed with, rejoice,<br>enthusiasm,<br>comprehensive, shattered,<br>visage, sneer |

Unit Eighteen: World Heritage

Lesson 1

The glory and the splendour

- Objectives:** By the end of the lesson you will have
- read a text explaining a world heritage site
  - written a notice and a justification
  - studied a map
  - written some travel instructions
- 

**A** Have you ever been to any place of historical importance? If so, talk to your partner about it. If not, tell your partner which place you would like to visit.

**B** Read the text below and answer briefly the questions that follow. Exchange your answers with your partner.

A World Heritage Site is a place (natural or cultural) recognised by the international community in the shape of the World Heritage Convention declared by UNESCO in 1972. as possessing universal value, and coming under a collective responsibility for its preservation. A country nominates a site to the Convention, and a decision on whether to include it in the World Heritage list is made by a 21- member international committee.

- 1 Write in your own words how a place becomes a World Heritage Site.
- 2 What do you understand by ‘collective responsibility’?
- 3 Are there any World Heritage Sites in Bangladesh? If so, name one or two.
- 4 Name some World Heritage Sites in the world.

**C** Your college has planned a study tour to a World Heritage Site for the students.

- 1 Write a notice on behalf of the college authorities asking students to apply.
- 2 The application also asks students to write a paragraph in about 50 words entitled ‘Why I should be included in the study tour’. In pairs write this paragraph.

**D** Read this dialogue between two students, Zubaid and Tahsin. They are talking about which place they might be visiting during the study tour. Also practise this dialogue in pairs.

Tahsin: Congratulations! You’ve been selected for the study tour.  
Zubaid: And so have you.  
Tahsin: I hope our tour will be to the Sundarbans! -It’s the largest mangrove forest in the world. I’m very much interested in going there!

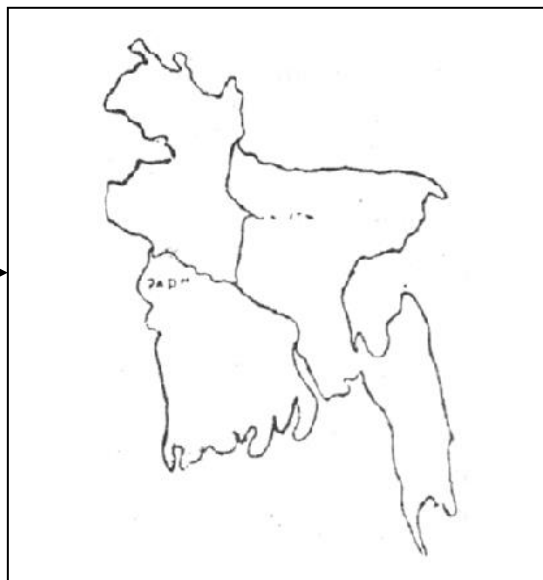
- Zubaid: Yes, particularly since it has been declared a World Heritage Site now.
- Tahsin: That's right! The Sundarbans is not only the 52w' World Heritage Site in the world, but has also gained special attention as a mangrove forest. You know, mangrove forests are disappearing.
- Zubaid: The Sundarbans is also an attractive tourist spot. Many people, particularly foreigners, like to see its natural beauty. For them it's a beautiful place to go to, far from crowded towns and cities.
- Tahsin: That's right! Yu not only find a natural and peaceful atmosphere there but you may be lucky enough to see the famous Royal Bengal tiger or the spotted d er, or even the estuarine crocodile!
- Zubaid: Wouldn't that be exciting! Yes, the Sundarbans is managing to survive in its natural state in spite of people's greed and selfishness. It's still renowned for its great variety of wild life.

**Now work in pairs and answer the following.**

- 1 What do you understand by "mangrove forest"?
- 2 Write 5 sentences about some of the different species of wild life found in the Sundarbans. Also mention some other wildlife not given in the text.
- 3 What activities of man would you consider "greedy and selfish"?
- 4 What is the result of these activities on the environment of the Sundarbans?

**E**

In pairs look at the map of Bangladesh. Locate Dhaka, Chittagong, Khulna and the Sundarbans on it. Also mark on the map the route that you would take from Dhaka to the Sundarbans.



**F**

**Now write travel instructions for a foreigner to go to the Sundarbans from Dhaka based on the map above. Use the imperative verb form and words showing sequence of action (first, then, next, after that, finally).**

**Focus:**

| Skills  | Functions  | Grammar/Structure  | Vocabulary  |
|---|--|--|---|
| Acting out a dialogue, speaking, writing a short supporting statement | Justifying, exchanging ideas, writing a notice, giving instructions, sequencing action | Passive forms - ‘should be included, have been, declared’, imperatives for instructions, sequence words (first, then, after that, next, finally) | heritage, site, preservation, nominate, international community |

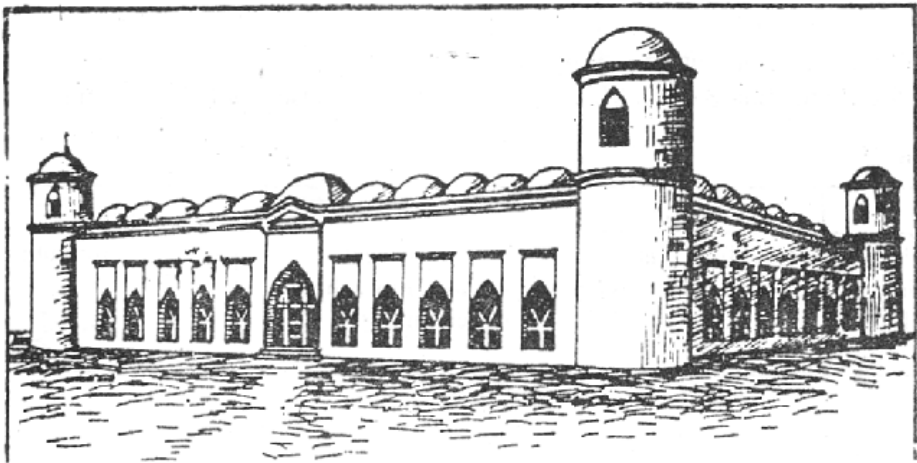
**Lesson 2**

**A testimony of Moghul architecture**

**Objectives:** By the end of the lesson you will have

- done a translation
- read a text
- written a paragraph
- answered some questions

- A Listen to your teacher reading an extract from a famous Bangla poem. In pairs discuss what the poem is about. Then write in one sentence the idea contained in the lines.
- B Look at the picture below of the Shatgombuj Mosque at Bagerhat and with your partner write 3 sentences to describe it.



**C     Read the following passage and discuss in pairs whether it was right to declare the Shatgombuj Mosque a World Heritage Site. Give reasons for your answer.**

Though a small country, Bangladesh has three World Heritage Sites: the historic Shatgombuj Mosque of Bagerhat, the ruins of the Buddhist Vihara at Paharpur and the Sundarbans.

The Shatgombuj Mosque is a 15<sup>th</sup> century Islamic edifice situated in the suburbs of Bagerhat, on the edge of the Sundarbans, some 175 km southwest of Dhaka. It is an enormous Moghul architectural site covering a very large area. The Mosque is unique in that it has sixty pillars, which support seventy-seven exquisitely curved domes that have worn away with the passage of time. The mausoleum of the city’s founder, Khan Jahan Ali can be found nearby. With the declaration of the mosque as a World Heritage Site, it is hoped that this beautiful architectural monument will be preserved from further decay.

**Now work in groups and suggest at least 2 ways in which you could prevent further decay of the mosque.**

**D     Karim’s pen-friend Moh Moh from Myanmar has come to Bangladesh. She is interested in visiting the Shatgombuj Mosque. There are conventions that should be followed while visiting a mosque. Here are 3 ‘dos’ and 3 ‘don’ts’ for visiting a mosque:**

| <i>What you can do</i>  | <i>What you cannot do</i>                |
|-------------------------|--|
| Enter the mosque.       | Enter the mosque wearing shoes.          |
| Walk about and explore. | Enter with your head and legs uncovered. |
| Talk in a low voice.    | make on the premises.                    |

**Now write the ‘do’ and ‘don’ts’ in a paragraph in the form of advice adding any more ‘dos’ and ‘don’ts’ that you can think of.**

**E     Work in pairs and answer the following questions which Moh Moh may ask about the journey and the visit.**

- 1        How can you travel to Bagerhat from Dhaka?
- 2        How long will the journey take?
- 3        Where can you put up at Bagerhat?
- 4        Besides the Shatgombuj Mosque, is there anything else worth visiting in Bagerhat?

**Focus:**

| <b>Skills</b>                         | <b>Functions</b>                                      | <b>Grammar/Structure</b>                       | <b>Vocabulary</b> |
|---------------------------------------|---|--|-------------------|
| Reading, writing, speaking, listening | Describing places, giving advice, giving in formation | Simple present, nodal verbs should do, can/may | ruins, mausoleum  |

## Lesson 3

### The Buddhist Vihara at Paharpur

**Objectives:** By the end of the lesson you will have

- answered some questions
  - read a text
  - prepared a fact sheet
  - written notes
- 

**A** Have you ever been to a monastery or an old deserted building? Share your experience with your partner. If not, tell your partner what you would expect to see there.

**B** Read the following and answer the questions that follow.

The Buddhist vihara at Paharpur, 200 kilometres northwest of Dhaka, was founded in the 7<sup>th</sup> century. It is the largest single Buddhist monastery in the Indian sub-continent and is also known as the Somapura Mahavira, the Great Monastery. It was a renowned intellectual centre from the 7<sup>th</sup> century until the 17<sup>th</sup> century. Its layout is perfectly adapted to its religious function. This monastery-city represents a unique artistic achievement which has influenced Buddhist architecture as far away as Cambodia. It was declared a World Heritage Site in 1985 at the 9<sup>th</sup> session of the 21-member international committee.

- 1 What is a monastery?
- 2 Why do you think the Paharpur monastery was declared a World Heritage Site?
- 3 What do you know of Buddhism? Write 3-5 sentences about it.

**C** In pairs look at the picture of the ruins of the Buddhist Vihara at Paharpur and write a brief description. Focus first on the general appearance and then on the details.



**D** Create a fact sheet for tourists visiting Bangladesh. You have already read about these World Heritage Sites of Bangladesh. Find out more information about them. Write in note-form sonic facts about each of them in the chart below.

| SITE                  | LOCATION | FACTS |
|-----------------------|----------|-------|
| The Sundarbans        |          |       |
| The Shatgombuj Mosque |          |       |
| The Buddhist Vihara   |          |       |

**E** Of the 3 locations, which place would you like to visit? Write a short paragraph giving reasons for your preference.

**Focus:**

| Skills                                   | Functions   | Grammar/Structure  | Vocabulary                                       |
|--|---|--|--|
| Speaking, reading, writing in note— from | Describing places, comparing, filling in a chart, expressing preference, giving reasons | Simple past, simple present, I Would like to.., because/so | monastery, intellectual, achievement, influenced |

## Lesson 4

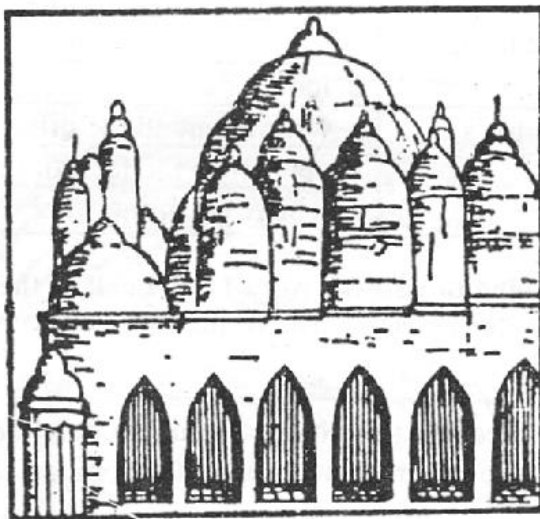
### The Agra Fort

**Objectives:** By the end of the lesson you will have

- described a picture
  - read a text
  - framed sentences within given situations
  - expressed intention
- 

**A** What is a fort? Are there any forts in Bangladesh? Have you ever visited one?

**B** Look at the picture and discuss with your partner the features of this building. Which features do you think are special about this place?



**C** Read the text below. Then in pairs answer the questions that follow.

The Agra Fort, built by Moghul emperor Shahjahan, is situated next to the gardens of the Taj Mahal. An important Moghul monument of the 17<sup>th</sup> century, it is a powerful fortress, constructed of red sandstone and hence its name the 'Red Fort of Agra'.

Within its enclosure walls of 2.5 kilometres, it encompasses the imperial city of the Moghul rulers, which comprises fairy-like palaces, such as the Jahangir palace or the *Khas-Mahal* and the reception room where visitors were received. Within its boundaries the fortress also has two very beautiful mosques. It was declared a world heritage site in 1983 on the recommendations of the International Committee of UNESCO at its 7<sup>th</sup> session.

- 1       What is a monument?
- 2       Why is the Fort called the Red Foil'? Do you know of any other 'Red Fort'?
- 3       Why is the 'Khas Mahal'so called?

**D       You are at a historical site. Work in pairs and decide how you will behave in the following situations. Choose the appropriate responses and write out the sentences in full.**

| SITUATIONS  | BEHAVIOUR  |
|---|--|
| 1 In order to enter the site you need to buy a ticket, so you should..... | a stand in a cue for the ticket.                   |
|   | b ask to be allowed to enter without a ticket.     |
|   | c ask for foreign currency change.                 |
| 2 You have just eaten a banana and want to throw the pet, so you.....     | a throw it where it cannot be seen.                |
|   | b throw it on the ground.                          |
|   | c look for a bin.                                  |
| 3 You may sign a visitor's book, so you.....                              | a write about all the difficulties you have faced. |
|   | b appreciate the facilities provided.              |
|   | c rebuke the authorities.                          |

**Imagine you are planning to visit the Agra Fort. Look 'at the list below and choose five things you'll need during your visit. Write a sentence each to say why you will need them.**

|   |
|---|
| clothes, walking shoes, coconuts, pot-plants, camera, torch, chairs, money, flask, films, albums, books, medicine, sun-glasses, binoculars, diary, plate. |
|---|

**F       Now write a paragraph about what you hope to do and see during your visit to the Agra Fort.**

**Focus:**

| Skills                                | Functions  | Grammar/Structure  | Vocabulary                                    |
|---------------------------------------|--|--|---|
| Reading, writing, speaking, listening | Describing, expressing future intention,, giving reasons | I want to/I hope to / I intend to! I would like to / I'm going to.. + verb | fort, sandstone, enclosure, comprise, session |

## Lesson 5

### The Ironbridge Gorge

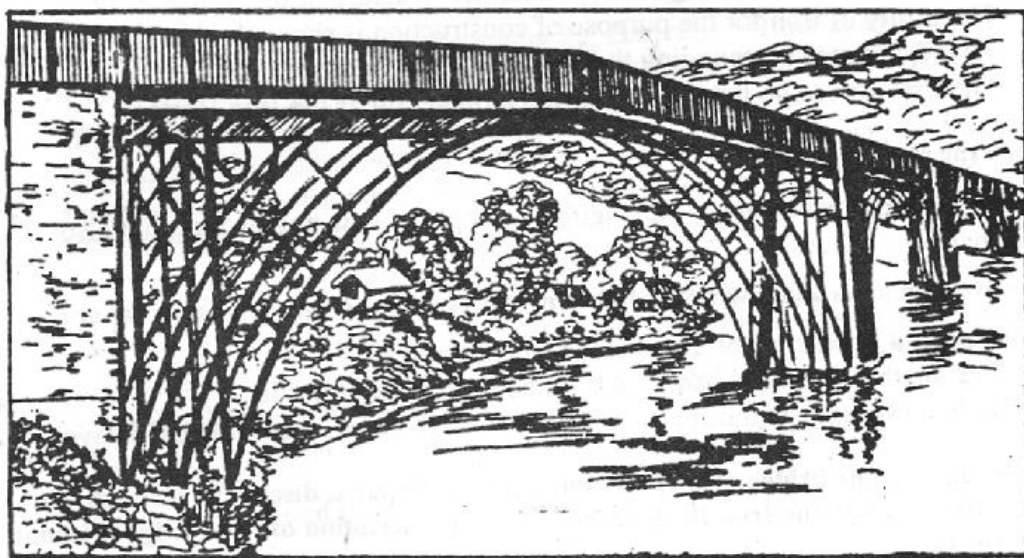
**Objectives:** By the end of the lesson you will have

- described a picture
- given opinions
- drawn comparisons

**A** Discuss in pairs what you understand by a gorge.

**B** Look at the picture below and answer the following questions.

- 1 What impression of the bridge do you get?
- 2 Can you guess from the picture what kind of material the bridge is made of?
- 3 Write 3 sentences about this bridge. Then compare your answers with your partner's and together select the 3 best ones.



**C** Read the text below.

The Iron Bridge across England's longest river, the Severn, is the world's first iron bridge. At one time the surrounding area was a remarkable concentration of industrial activity. Today the area under the bridge and on both sides known as the Iron Bridge Gorge is a World Heritage Site, in recognition of its outstanding importance in the early development of industrialisation.

The Iron Bridge was built in 1779 and was opened on New Year’s day in 1781. It is testimony of the first large-scale use of iron for structural purposes in the world and a remarkable demonstration of the utility and versatility of iron for construction. With a span of 30 metres, the graceful semi-circular arch reached across the gorge of the Severn at its narrowest point. The Iron Bridge was not only a singular example of new engineering but also a tremendous success. Its symbolic significance was great, not only in Britain but throughout Europe and the United States.

Proper international fame and recognition came with the designation of the Gorge and the bridge as a World Heritage Site in 1986. It is the first industrial area to be listed as a World Heritage Site.

**Work in pairs, and determine which statements are true and which are false by writing T/F against each statement. Then correct the false statements and write them out.**

- 1 The Iron Bridge is England’s longest bridge. \_\_\_\_
- 2 It became a world heritage site because the structure of the bridge is old. \_\_\_\_
- 3 The utility of iron for the purpose of construction is shown in this bridge. \_\_\_\_
- 4 Today, the area surrounding the bridge is highly industrialised \_\_\_\_
- 5 The first area to be listed as a World Heritage Site is the Iron Bridge. \_\_\_\_

**D Read the sentence below.**

The Iron Bridge was not only a singular example of new engineering but also a tremendous success.

**Now work in pairs and rewrite the following sentences using ‘not only’ and ‘but also’.**

- 1 Jamil is a good student. He is an excellent athlete.
- 2 The weather was very bad. The bus had mechanical trouble.
- 3 He lost his luggage during the journey. On top of that, the train was delayed.

**E Have you seen the bridge over the Jamuna River? In pairs, discuss its features. How is it different from the Iron Bridge?’ Now write a description of this bridge in about 100 words.**

**Focus:**

| Skills                                    | Functions                          | Grammar/Structure  | Vocabulary   |
|---|------------------------------------|--|--|
| Speaking, listening, intensive I reading, | Speculating, describing, comparing | Simple past, adjectives for comparisons, “not only,.. but also,..” | concentration, testimony, versatility, designation |

Lesson 6

The Darjeeling Himalayan Railway

**Objectives:** By the end of the lesson you will have

- read a text for general comprehension
- answered some questions
- selected words and made sentences with them
- written a paragraph

**A** Have you ever been on a train journey that you have enjoyed? Tell your partner about your experience.

**B** Read the text.

A Small Wonder: The Toy Train

The development of railways in the 19th century has had a profound influence on social and economic developments in many parts of the world. This process is illustrated in an exceptional fashion by the Darjeeling Himalayan Railway.

The district of Darjeeling is in the state of West Bengal in India. The Darjeeling Himalayan Railway is the first, and still the most outstanding model of a passenger train that goes up a mountain. It is popularly known as the Toy Train perhaps because of its colourful wagons and its slow speed. It also stands out as an example of the influence of an innovative transportation system on the economic development of a multicultural region.

It was opened in 1881 and applied bold and ingenious engineering solutions to the problem of establishing an effective rail link across a mountainous region of great beauty. It was in danger of being closed down but its declaration as a World Heritage Site in November 2000 means that it will remain operational and retain most of its original beauty.

**Discuss in pairs and then write brief answers.**

- 1 Why do you think the Toy Train is slow?
- 2 How is the Toy Train different from trains in Bangladesh?

**C** From the words given below, pick out the words related to the Toy train and make sentences with them which are different from the text.

|   |
|---|
| metal, profound, transportation, transplant, region, model, endanger, imagine, beauty books, iron, leather, wagons, rod |
|---|

- D** You are planning to visit Darjeeling. First discuss your ideas in pairs and then write a paragraph in about 150 words on what you would expect to see and experience if you were taking a ride on the Toy Train.

**Focus:**

| <b>Skills</b>                    | <b>Functions</b>   | <b>Grammar/Structure</b>    | <b>Vocabulary</b>  |
|----------------------------------|--|-----------------------------|--|
| Reading,<br>speaking,<br>writing | Describing,<br>giving reasons,<br>comparing,<br>predicting | Future use- would,<br>might | outstanding, link, multi-<br>cultural, model,<br>operational |

Unit Nineteen: Healthy Living

Lesson 1

Towards a healthier life

**Objectives:** By the end of the lesson you will have

- read information contained in tables
- done a sentence framing exercise using comparatives
- done a matching exercise
- written an essay

A Some killer diseases.

|        |              |          |              |
|--------|--------------|----------|--------------|
| Cancer | Tuberculosis | Diabetes | Hypertension |
|--------|--------------|----------|--------------|

- 1 Do you know what happens when people suffer from each of these diseases?
- 2 Do you think diseases are increasing in Bangladesh? If so, why?
- 3 Do you think we have a part in all this?

B Read the following extract.

Many diseases are rising at an alarming rate, which experts believe is due to increased pollution of the environment. Pollution appears to be greater in urban areas although rural societies too are afflicted by increased use of chemical fertilizers and insecticides. Nevertheless, today city people appear to suffer from many more diseases and suffer more severely than country people. Now let us see how life in cities is different from that in the country.

C Look at the information in the tables below. Compare the positive with the negative aspects. Which negative points might you overlook? Which sort of life would you prefer?

Life in the city

|   | <i>Positive points</i>        |   | <i>Negative points</i>          |
|---|-------------------------------|---|---------------------------------|
| 1 | More opportunities for work   | 1 | Pollution high                  |
| 2 | Easier communication          | 2 | Travelling hazards              |
| 3 | Better scope for education    | 3 | More crime                      |
| 4 | Better medical facilities     | 4 | Less scope for natural pastimes |
| 5 | More entertainment facilities | 5 | Higher cost of living           |

Life in the country

|   | Positive points                          |   | Negative points                   |
|---|--|---|-----------------------------------|
| 1 | Healthier environment                    | 1 | Fewer opportunities for education |
| 2 | More friendly community                  | 2 | Fewer medical facilities          |
| 3 | Easy-going life and lower cost of living | 3 | Less up-to-date information       |
| 4 | More scope for natural pastimes          | 4 | Fewer entertainment facilities    |

D In table C, comparatives such as more, less, easier, healthier, better are used with nouns or pronouns. Use the words given below in the comparative form to make new sentences.

- much : \_\_\_\_\_
- easy : \_\_\_\_\_
- good : \_\_\_\_\_
- less : \_\_\_\_\_
- high : \_\_\_\_\_
- safe : \_\_\_\_\_
- expensive : \_\_\_\_\_
- healthy : \_\_\_\_\_

E To protect the environment, notices are put up in different places. Match the notices with the places given below. Put the number of the notice under each place. Give reasons. The first one is done for you:

Place: Mirpur zoo gate

Notice: I

Reason: To prevent visitors from feeding the animals.

Notice:

- 1 Feeding animals is strictly
- 2 Silent zone/No horns
- 3 Keep off the grass
- 4 No cutting of trees
- 5 No-smoking zone
- 6 No spitting
- 7 No littering
- 8 Use me
- 9 Use jute and jute products
- 10 Vaccinate your child

Places

Forest area

A lawn

School and college premise

A bill board

Garbage bin

F Write a short essay (150 – 200 words) on “Life in a city” or “Life in a Country”. Use comparatives to show your preference.

Focus:

| Skills                     | Functions                                 | Grammar/Structure      | Vocabulary                             |
|----------------------------|---|------------------------|--|
| Reading, writing, speaking | Comparing, matching ideas, giving reasons | Comparative adjectives | alarming, polluted, harmony, severely. |

Lesson 2

Tips on food

**Objectives:** By the end of the lesson you will have

- explained a popular saying
- listed some likes and dislikes
- role-played a dialogue
- evaluated your own food habit
- written a short article for the college magazine

**A** Have you heard the saying, “Health is wealth”? What does it mean? How might we get this wealth?

**B** Work with a partner and share your ideas about foods you like or dislike. Then complete the chart below.

|  |
|--|
| Some foods that I like and why I like them:<br>1 _____<br>2 _____<br>3 _____<br>4 _____<br>Some foods that I don’t like and why I don’t like them:<br>1 _____<br>2 _____<br>3 _____<br>4 _____ |
|--|

**C** Sabrina and Saima are friends. Saima is not well, so Sabrina goes to visit her. In pairs, role-play the conversation below, one taking the role of Sabrina and the other of Saima.

Sabrina: Hi Saima! How are you feeling today?

Saima: Much better!

Sabrina: By the way, I came across this write-up, “Looking after yourself” and thought it’d be good to read it to you.

Saima: Okay. Go ahead!

Sabrina: Food should balance the body’s needs. We need nutrients i.e. proteins, carbohydrates, minerals, fats, and vitamins. These are raw materials needed to build and repair the body. We need energy i.e. calories, to - keep us active and alive. We also need dietary fibre, which is a complex mixture of natural plant substances. Of course water is also vital.

Saima: Why is fibre important? You know how I hate fibre foods.

Sabrina: Hold on, let me finish reading, “Thousands of years ago, man’s food came mainly from plants. He ate cereals, fruits, vegetables, and nuts. In comparison with our ancestors, the sort of food we eat today contains very little fibre. Our main foods are meat, eggs and dairy products, which contain no fibre at all. Lack of fibre seems to be connected with various disorders of the digestive system. Experts also believe that lack of fibre may even lead to heart diseases”.

Saima: But.... but for me, weight’s another problem.

Sabrina: Wait, wait a second if you’re worried about your weight, eating more fibre will actually help you reduce. Foods with plenty of fibre, like bread and vegetables can be satisfying without giving you too many calories.

Saima: Well, what you’re reading fits exactly with what mother says. Thanks for the information. I hope I can follow your advice.

Sabrina: I’m sure you can.

**Now answer the following.**

**What are nutrients? How many kinds are there? Why are they necessary?**

**D Below is a list of food items (some may be unfamiliar). Work in pairs to find their Bengali names. Classify them according to their basic food groups (carbohydrates, proteins, minerals and vitamins, fats and oils).**

|   |
|---|
| banana, egg, bitter gourd, cheese, bread, tomato, prawn, lentils, rice, salted-hilsha, cucumber, puffed rice, mustard oil, milk, liver, bean, silver-carp, cabbage, chilli, lemon, spinach, soyabean oil, pumpkin, water melon, jackfruit, rice cake, potato, dates, pineapple, egg plant, honey, cucumber, chicken, ice-cream, sugar, butter |
|---|

**E Now look at the -foods you like again (Task B) and in the light of the information you have got about nutrients, make an assessment of whether they are the right kind of food for you.**

**F** Write a short article for your college magazine about the food habits of young people in general and how they should become more aware about healthy eating.

**Focus:**

| Skills                                | Functions                              | Grammar/Structure                                | Vocabulary   |
|---------------------------------------|--|--|--|
| Speaking, listening, reading, writing | Explaining preferences, giving reasons | Simple present, modal verbs (can, could, should) | protein, carbohydrates, calories, nutrients, complex, vital, ancestors |

**Lesson 3**

**Women and health**

**Objectives:** By the end of the lesson you will have

- read and explained some captions
- read a text on female health
- drafted some questions to be used in a survey written a paragraph

**A** The United Nations has declared certain days as occasions for international awareness raising on important issues. Below are some of these. Look at them and in pairs, identify the issue or problem that is reflected in each.

World Ozone Day

Earth day

World Health Day

World Food Day

Rights of the Child Day

National Day for people with Disabilities

International Mother Language Day

Day of the Elderly

**B** To celebrate “International Women’s Day” on 8th March, an organisation, Women’s Association, has urged students to take part in their programme. What do you think the organisation might be planning to do? Work in pairs and give at least 3 ideas.

**C** Read the text and in pairs answer the questions below.

According to UNICEF, the health of women is a telling window on female inequality and it is most telling at the most vulnerable time of life: infancy and early childhood. The Global Commission on Women’s Health considers it imperative to look at women’s health within a life-cycle perspective; in other words, throughout the evolving stages of a woman’s life. The health conditions in one phase of a woman’s life not only affect subsequent phases of her own life, but also have an impact on future generations. This inter-generational link is a characteristic unique to women.

The girl child, as UNICEF categorises the female child up to the age of 15, has become the focus of attention in recent years. Several areas, such as education, work and health, are being re-examined with the specific needs of the girl child in mind. As today’s girl is tomorrow’s woman and will bear the responsibility for a new, generation, it is important that the health needs of girls are met.

- 1 Why is the *life-cycle perspective* emphasised in this text? Discuss in groups.
- 2 Write in your own words (in simple English) a summary of the text.

**D** You are preparing some questions to carry out a survey on women’s health. Look at the information in text C and frame questions with the question-words given here. The first one is done for you.

|   |  |
|---|--|
| 1 | What <i>do you do when you fret ill?</i> |
| 2 | At what age .....?                       |
| 3 | When .....?                              |
| 4 | Where .....?                             |
| 5 | Who .....?                               |
| 6 | How much .....?                          |
| 7 | What kind .....?                         |

**E** Discuss in pairs and then write 2 paragraphs/expressing your ideas.

- 1 What can young people like you do to raise awareness about women’s health in your community?
- 2 What can you do to encourage women to make use of health facilities offered by the state?

Focus :

| Skills                               | Functions  | Grammar/Structure                                    | Vocabulary  |
|--------------------------------------|--|--|---|
| Intensive reading, speaking, writing | Giving information, making predictions, asking questions | Present continuous to express future, question forms | Telling, vulnerable, imperative, life-cycle, evolving, subsequent, impact, inter-generational, unique |

Lesson 4

Well-being

- Objectives:** By the end of the lesson you will have
- gone through a short poem
  - classified words
  - transformed sentences
  - done a matching exercise
  - described the everyday activities of some people

A      Look at this old saying. What does it mean? Do you agree?

*A healthy boy is the abode of a healthy mind*

B      On World Health Day, students of a college invited the World Health Organisation representative as chief guest. The chief guest ended her speech with a poem. Read the poem and in pairs try to explain it. Then write a title for the poem in the box.

*“We squander health  
In search of wealth,  
We scheme and toil and save;  
Then squander wealth  
In search of health,  
And all we get is a grave.  
We live and boast of what we own,  
We die and only get a stone”*

C      Write in your own words the thoughts expressed in this poem. Do you agree with the poet’s point of view?

**D      Work with your partner and put the following words as used in the poem into three categories:**

- 1      Words used with a positive meaning.....
- 2      Words used with a negative meaning.....
- 3      Words used both positively and negatively.....

search, scheme, toil, boast, die, stone, save, get, health, squander, grave, live

**E      Rewrite the sentences below in your own words, using the words/phrases given. The first one is done for you.**

- 1      We waste health in search of wealth.  
         Although *it affects our health, we work hard to be rich.*
- 2      We scheme and toil and save our wealth.  
         In order to \_\_\_\_\_
- 3      We spend our wealth, to regain our lost health.  
         \_\_\_\_\_ so that \_\_\_\_\_
- 4      We boast of what we own, but when we die we get only a stone.  
         Although \_\_\_\_\_
- 5      It is not worth wasting health in search of wealth.  
         It is wise \_\_\_\_\_

**F      Match the persons mentioned with the speech bubbles below.**

1 a doctor

2 a diabetic person

5 a village health visitor

3 a day-labourer

4 a nurse

6 a pharmacist

You must have there blood tests done at once

With today's 70 taka, I'll buy fish for my children!

Ah! These sweets are so tempting.

His temperature has been normal since last night.

Don't forget to vaccinate your children at the right time.

These capsules contain iron and calcium.

**H**      **Now write 3 sentences about what each person mentioned in task C normally does in her/his course of work.**

**Focus :**

| Skills                           | Functions                     | Grammar/Structure  | Vocabulary                            |
|----------------------------------|-------------------------------|--|---------------------------------------|
| Reading,<br>writing,<br>speaking | Expressing<br>habitual action | Simple present to<br>express habitual<br>action/universal truth,<br>markers although, in<br>order to | squander, scheme,<br>capsule, calcium |

**Lesson 5**

**The disabled among us**

**Objectives:** By the end of the lesson you will have

- read a text giving information on the disabled in Bangladesh
- answered some questions
- supplied substitute words
- transferred information to a given format

**A**      **Read the following.**

*“Oh! Tell me what is that thing called light,  
which I must never enjoy.”*

What sort of person may have made the above statement? Why do you think so?

**B**      **Now read the text below.**

Current statistics show that about 10% of the total population of Bangladesh are disabled. In terms of absolute number, it is about 13 million people. It is more alarming to note that, with the increase in population, each year another 2,40,000

to 2,60,000 more disabled people join the already existing 13 million. It is important to realise that many of these disabilities might have been prevented if there had been health awareness and timely intervention. Lack of knowledge about disabilities as well as fear and superstition result in negative attitudes towards the disabled. As a result, many of these people have little or no access to basic rights like education and employment.

**Work with your partner and answer these questions.**

- 1 What do you understand by the word “disabled”?
- 2 Give some examples of disabilities that you see commonly around you.
- 3 What negative attitudes towards disabled persons have you noticed?
- 4 Narrate an incident (real or imaginary) involving a disabled person who has been a victim of negative attitudes.

**C Work with your partner and replace the underlined words with another word in the sentences below.**

- 1 Current statistics show that about 10% of the total population of Bangladesh are disabled.
- 2 With the increase in population, the number of disabled people also rises.
- 3 It is important to note that many of these disabilities might have been prevented.
- 4 Lack of knowledge results in negative attitudes.
- 5 As a result, they have little or no access to basic rights like education and employment.

**D In pairs read this text and then transfer the information to the chart below it.**

In 1982 the United Nations took up the cause of people with disabilities and declared 1983-1992 *the Decade of the Disabled Person*. The aim was to create equal opportunities for persons with disabilities and their full participation in families, communities and countries. In 1992 the Economic and Social Commission for Asia and the Pacific proclaimed 1993 - 2002 *the Asian and Pacific Decade of the Disabled Person*. The proclamation of the second decade was needed as the first decade of 1983 - 1992 had not brought much change to the lives of people with disabilities in the Asian and Pacific Region. The United Nations declared December 3<sup>rd</sup> the *International Day for the Disabled*. Recognising the severity of the situation, Bangladesh has declared the first Wednesday of April, the *National Day for People with Disabilities*.

| Year | Event  | Purpose                                   |
|------|--|---|
| 1982 | United Nations recognised the needs of disabled people | To improve the conditions of the disabled |
|      |  |   |

E     **You are a member of a youth organisation. In groups, plan a programme to raise awareness about the disabled among the public.**

**Focus:**

| Skills                               | Functions  | Grammar/Structure                       | Vocabulary  |
|--------------------------------------|--|---|---|
| Intensive reading, writing, speaking | Talking about social inequalities, stating purpose | Words with similar meanings, past tense | alarming superstition, access, opportunities, current |

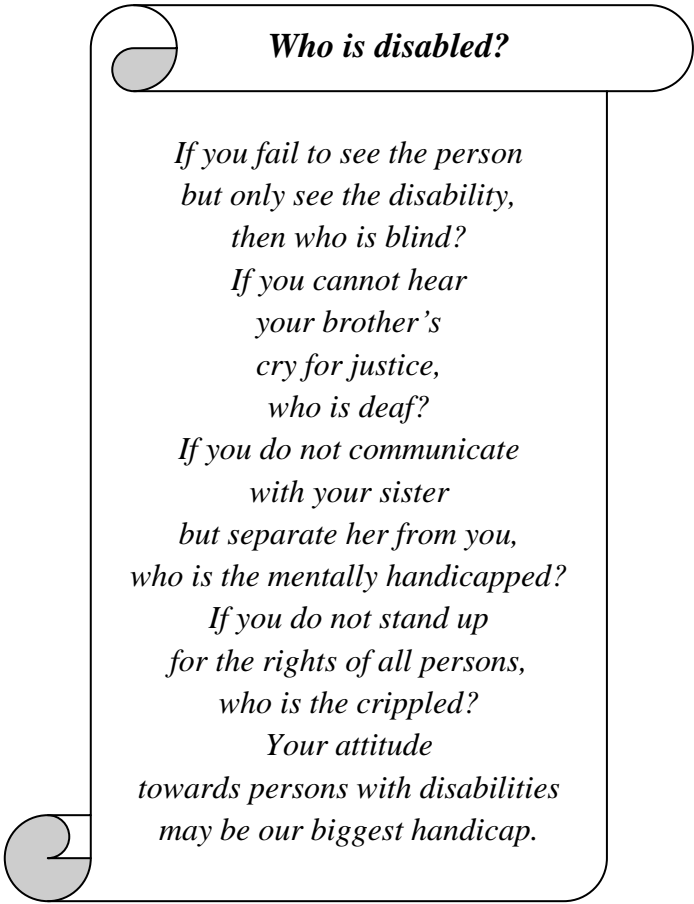
**Lesson 6**

**A positive attitude**

- Objectives:** By the end of the lesson you will have
- read a poem
  - given some explanations
  - done a gap-filling exercise
  - done a sentence completion exercise
- 

A     **Do you know anyone suffering from some disability? Have you ever tried to help him/her in any way?**

**B      Read and discuss the contents of the poem with your partner.**



**C      Discuss in pairs and write answers to the questions below.**

- 1      Four disabilities are mentioned here. What are they?
- 2      Are these four disabilities really ‘physical’ in this text? Explain this reference to the message that is being conveyed.
- 3      Explain the lines:  
          *“If you fail to see the person  
          but only see the disability,  
          then Who is blind?”*
- 4      Explain in your own words the last 3 lines of the poem.

**D      Work in pairs and fill in the gaps with appropriate words.**

Bangladesh is one \_\_\_\_\_ the member countries \_\_\_\_\_ the United Nations. As a peace-loving and democratic country, the Government \_\_\_\_\_ Bangladesh has

been undertaking welfare and development activities \_\_\_\_\_ line \_\_\_\_\_ the United Nations. Bangladesh has signed the UN Declaration \_\_\_\_\_ the Second Decade \_\_\_\_\_ the Disabled — the Asia and the Pacific Region. Along \_\_\_\_\_ other governments \_\_\_\_\_ this region, Bangladesh is committed \_\_\_\_\_ implement the charter and declaration \_\_\_\_\_ the United Nations. There is also provision \_\_\_\_\_ the Constitution \_\_\_\_\_ Bangladesh — ensuring health care, education and employment \_\_\_\_\_ the disabled. The Government is committed \_\_\_\_\_ improve the standard \_\_\_\_\_ living \_\_\_\_\_ people \_\_\_\_\_ disabilities.

E      **Complete the following to make meaningful sentences.**

- 1      If you do not work hard .....
- 2      If you are not careful with that match.....
- 3      If it rains tomorrow.....
- 4      If my friend comes on Friday.....
- 5      If you go out without breakfast.....

**Focus:**

| Skills  | Functions                                | Grammar/Structure                               | Vocabulary  |
|---|--|---|---|
| Intensive reading, speaking, listening, writing | Explaining, expressing causal connection | First conditional (If ....., future expression) | disability, justice, communicate, crippled, handicapped |

## Unit Twenty: Jobs and Professions

### Lesson 1

#### Some common professions

**Objectives:** By the end of this lesson you will have

- talked about some jobs and professions and the type of qualifications needed for each
- written a letter explaining your plan for a future career

**A Think about and note down some professions that you know about.**

**The box below mentions some kinds of work people do in our country. How many can you identify? Do you know any persons who work in any of these jobs?**

a student, a teacher, a housewife, a farmer, a businessman, a grocer, an engineer, a doctor, an administrator, a diplomat, a lawyer, a judge, a clerk, a typist, a cleaner, a tailor, a politician, a driver, a painter, a writer, an actor/actress, a filmmaker, a geologist, a miner, a painter, a banker, a footballer, a gymnast, an electrician.

**B In pairs discuss what type of qualification is needed for the following jobs.**

a mason, a pharmacist, a programmer, a mechanical, engineer, a laboratory, technician, an professional, an economist, an architect, an English teacher, a painter, a professional footballer, a health visitor, an accountant.

**C Discuss people's attitudes to the following jobs. Note down a few points about each of them. Which three do you think would be the most popular? Why?**

a teacher, a policeman, an engineer, a customs officer, an army personnel, a farmer, a lawyer, a singer, a politician, a fisherman, a carpenter, a vegetable vendor.

**D Discuss the following questions with your partner.**

- 1 At what stage of our life should we take a decision about our future career?
- 2 What are your plans for your future career? Say why you would like such a career.

**E Your cousin, who is now in UK, has written to you about his/her own plans for the future, and wants to know about your career plans. Write a letter in reply, talking about your future plan (100 words).**

Focus:

| Skills            | Functions   | Grammar/Structure                               | Vocabulary                                |
|-------------------|---|---|---|
| Speaking, writing | Expressing hopes and ambitions, planning for the future, expressing views | I'd like to be...,<br>I think/want/hope + to be | career, geologist, administrator, gymnast |

Lesson 2

How can I be self-employed?

**Objectives:** By the end of the lesson you will have

- talked about self-employment
- read a passage, about financial assistance
- written a summary of a passage and given a title.

**A**      **What do you understand by ‘self-employment’? Give some examples of self-employment. Do you know of any opportunities for self-employment in Bangladesh?**

**Which of the following could be self-employment? Which would you prefer to do yourself?**

handcrafting, co-operative farming, fish-cultivation, pot-planting, poultry raising, dairy chicken hatchery, data-processing and programming, pickle-making, private tuition, fast foods, rickshaw-servicing

**What do you think are the obstacles to self-employment—money, initiative, attitude, social values? Discuss in pairs and note down your main points.**

**B**      **Read the following passage about one type of financial assistance available for self employment.**

An efficient banking system, although important for economic growth, is often unable or unwillingly to lend money to the poorer section of society, hence the need for micro finance institutions. Bangladesh has long history of micro credit finance, with internationally acclaimed organizations such as the Grameen

Bank providing credit to the poor, particularly rural women. These institutions, in addition to providing credit, emphasis the need to develop skills and raise consciousness among the rural poor. There are about 800 micro finance institutions in the country with a total membership of about 7 million of which 82 per cent are women. The cumulative disbursement made by these institutions since their inception is estimated at Tk. 44 billion, with current loans at Tk. 9.6 billion. It is estimated that they have created employment for about 54,000 people.

A recent survey of 1,798 households in Bangladesh indicates that about 45 per cent of eligible households in Bangladesh participate in micro-credit programmes and that about two-thirds of the participants are women. The survey found that micro-credit programmes had a positive effect on socio-economic variables, including children's schooling, children's nutrition and family planning. Borrowing by women particularly improved the nutritional status of both male and female children. Consumption by about 5 per cent of programme participants increased to the point that their households rose above the poverty line. These findings about the importance of micro-credit in poverty reduction have been substantiated by other studies both in Bangladesh and in other countries.

**Now read the passage again and write a summary in 50-70 words. Also give a title.**

**C In pairs discuss how some social welfare organisations have created opportunities for income-generation in your town or local area. Then together write a short paragraph about it.**

**Focus :**

| <b>Skills</b>              | <b>Functions</b>                      | <b>Grammar/Structure</b>                  | <b>Vocabulary</b>  |
|----------------------------|---------------------------------------|---|--|
| Reading, speaking, writing | Expressing attitude, expressing views | Verbs and adjectives to express attitudes | micro-finance, acclaimed, cumulative, disbursement, inception, socio-economic variables, nutritional status, substantiated |

### Lesson 3

## Self-help — a key to success

**Objectives:** By the end of the lesson you will have

- discussed some popular sayings
  - read a text on self-reliance
  - prepared and answered some questions
- 

**A      Read the following sayings and discuss them with your partner.**

Heaven helps those  
who help themselves

Self-help is the best help

- 1      Do you agree with the above sayings?
- 2      Discuss with your partner what they mean.

**B      Read the following report about a man who helped himself.**

Ismail Hossain is an affluent man now. Through hard work and devotion, he has managed to turn the wheels of fortune. He was an unemployed youth of an impoverished family from Ekdala village in Natore Sadar thana. Through new knowledge, hard work and perseverance, he has brought prosperity to his family.

Ismail Hossain, son of Zohar Ali, studied up to class eight. Poverty then forced him to look for work. He worked as a labourer before he joined the training programme of the Natore Horticulture Centre (NHC) and has remained associated with it since then. The officer-in-charge of NHC said that Ismail seemed to be an enthusiastic and energetic youth during the selection of village under NHC's command area.

Ismail first received training in vegetable cultivation. Then he got a lease of land in his village and applied his new and improved knowledge to cultivating vegetables. He earned taka 25,000 as profit that year. In the same way, he made a profit of taka one lakh by cultivating quality cauliflowers the next year. Later he bought some land and used it entirely to cultivate cauliflowers. He has also been raising hi-breed cows for milk as well as manure.

Ismail's lot has changed radically. He said with a satisfactory smile, "I am very happy to be self-sufficient now. I had nothing of my own before, but now I have so much. It has been possible through my hard labour and systemic cultivation. The credit also goes to the NHC of course", he added.

The officer-in-charge of NHC said, "I feel very proud of Ismail Hossain. He deserves national level recognition for his outstanding success."

- C     In pain prepare five questions based on what you have read about Ismail Hossain. Exchange your questions with another pair of students. Then answer the questions you have received.
- D     Write in your own words a short summary of Ismail Hossain’s story.
- E     Share with the class if you know of any success story. It may be related to any field — study, sports, art, or overcoming a disability, a bad habit or addiction and soon.

Focus :

| Skills                     | Functions                          | Grammar/Structure | Vocabulary   |
|----------------------------|------------------------------------|-------------------|--|
| Reading, speaking, writing | Narrating, sequencing, summarising | Past tense        | affluent, impoverished, devotion, horticulture, enthusiastic |

Lesson 4

Professions with a difference

**Objectives:** By the end of the lesson you will have

- talked about some unconventional jobs
- read a passage about an unconventional job
- written a short passage

- A     Think of some unconventional professions of recent times. Note down as many as you can think of. Compare your list with your partner’s. Then discuss how you like the following as professions.

|   |
|---|
| acting in films, TV modelling, advertising, pot-planting, dancing, professional sports, singing, fashion designing, interior decoration |
|---|

Note down some professions that are becoming popular and lucrative these days. Check your answer with your partner.

**B Read the following passage about a profession with a difference.**

When you are crossing the road and your vehicle gets stuck in a seemingly never-ending jam in Dhaka city, every few minutes a boy or girl comes to you and tries to sell a bunch of rose or rajanigandha saying "Bhaiya or Apa (depending on your gender) *ei koita ful niya jan* (please buy these flowers".) They do not tire and will pursue you relentlessly, at least as long as the jam lasts. If you are alone they will say that you must take the flowers for their *bhabis*-meaning your girlfriend or wife. You often get annoyed at their ways and shout at them. It has very little effect and often you are forced to accept their demand and console yourself by thinking that it was after all a good bargain. However, how they manage to sell the flowers at such a cheap price really bewilders you. And they are not very forthcoming with their answers, if you ask them.

These kids are seen in some particular spots of the city. The Sheraton and the Panthapath road of Dhaka city are two such places. Invariably, you may find an interesting character or two among them. There is this guy who is something of a *sardar* among the flower peddlers at Kawranbazar. He is perhaps the smallest of the bunch but he rules his disciples with an iron hand.

However, whenever I see one of these kids I can't but call me an emotional fool if you may think that it is not their love of flowers that make them do what they are doing. It is all consuming poverty which is the reason.

We all know that instead of being in the streets they should be in school. Their means of livelihood is in itself an irony. It is a satire on those of us who shout at the top of their voice for the rights of children. It makes us think of the realities of our society which force these kids to wage an endless struggle against all odds to keep their heads above water.

(Adapted from *The Daily Star*)

**Read the passage again and answer the following questions.**

- 1 Give a title to the passage.
- 2 What would you call the profession mentioned in the text?
- 3 What section of society do you think the writer is from? How do you know? Give clues from the passage.
- 4 What is the writer's attitude to the people he is talking about in the first paragraph? What words and expressions help you to guess?
- 5 Do you see any change in the writer's attitude towards the end of the passage? What is this change?

**C Now discuss how popular the selling of flowers in Bangladesh is. Can people earn a decent livelihood by cultivating flowers?**

**D** Write a short passage of about 10—15 sentences on ‘flower cultivation and flower selling as a profession’ to be published in your local newspaper suggesting at least one way of improving the current situation.

**Focus:**

| Skills                      | Functions                             | Grammar/Structure             | Vocabulary   |
|-----------------------------|---------------------------------------|-------------------------------|--|
| Reading, speaking, writing, | Agreeing, disagreeing, giving reasons | I agree<br>I share your views | lucrative, forthcoming, pursue, relentless, invariably, all-consuming, irony, satire, heads above water. |

Lesson 5

Looking for a job

- Objectives:** By the end of this lesson you will have
- gathered specific information from reading job advertisements
  - talked about jobs and professions and the type of education needed for each
  - written a letter requesting for information.

**A** What are the ways people go about looking for jobs? The following are the comments some people made while looking for jobs. What are your reactions to each of these?

I want a job but I’m not sure what kind

I want information about jobs and employers

I’d like some help with my applications and interview

**B** Now read the following passage written by a British graduate.

It’s not always easy to start thinking about something as serious as choosing a career. I mean, where do you begin? Perhaps it would be better to wait until you feel in the mood. But how long would that take? Isn’t it a better idea to

plan your future rather than hang around in the vain hope that inspiration will slap you round the face? If you are studying at university or college, you have access to a place where you will find information and advice that you won't get so easily anywhere else. It is called your Careers Service and prolonged exposure to its resources and programmes might help you choose your next step after graduation.

**Now answer the following questions.**

- 1 In one sentence say what the passage is about.
- 2 Give a suitable title.
- 3 The passage mentions a place which can help students plan their career. Do you think this is a good idea?

**C Read the following job advertisements. What are the qualifications needed for each job? Which job interests you?**

***Looking for a challenging career?***  
 Are you a graduate? Are you physically fit?  
 Do you like traveling?  
 Do you have a good command of spoken English?  
 Apply with full bio-data for the position of a cabin crew member in Bangladesh Biman to:  
 G.P.O. Box 567, Dhaka, by 30 September.

***Position Vacant***  
 An English teacher with a good command of spoken and written English is required for an English medium school in Khulna to teach English language '0' level classes. Attractive salary for suitable candidates with BA. (Honours) in English. Apply with complete bio-data by 30 November, to  
 The Principal  
 Oxford School  
 Khulna

**Boutique Assistant Wanted**  
 Do you like meeting people?  
 Do you like fashionable clothes?  
 Are you between twenty and thirty?  
 Do you have at least an S S C?  
 If your answer is 'yes', write by 15 June  
 to:  
 The Manager,  
 Momin Textiles

**Wanted: Driver**  
 If you have a valid driving licence  
 If you have experience of 5 years of driving  
 If you have at least an S S C  
 write to:  
 The Manager  
 Prestige Bank  
 Aurangzeb Road Branch  
 Pabna  
 Last date: 31 August

**D**      **What do you think are the educational qualifications needed for each of the following jobs? Discuss in pairs.**

a typist, a peon, a clerk, a magistrate, a primary school teacher, a lawyer, a bus driver, a vocal artist, a security guard, a hotel receptionist, an agriculture extension worker, a radio announcer.

**E**      **The Bureau of Manpower is the government authority that deals with export of skilled and unskilled manpower overseas. Write a letter to the Director of the Bureau requesting for information about positions available now in the Middle East that might suit your qualifications.**

**Focus:**

| Skills                     | Functions                      | Grammar/Structure  | Vocabulary  |
|----------------------------|--------------------------------|--|---|
| Speaking, reading, writing | Asking and answering questions | What do you think of ....?<br>How do you feel about .....?<br>What about...? | hang around, inspiration will slap you round the face, about prolonged, fashionable |

Lesson 6

Applying for a job

- Objectives:** By discussed the end of the lesson you will have
- the requirements of a job application
  - identified the differences between two letters
  - rearranged and punctuated a job application
  - written an application for a job

**A**      **If you want to write an application for a job, what are the things that you must mention? Work in pairs and make a short list.**

**B**      **Look at the two following applications. The first one is written in an outdated style and the second one is written in a more modern style. How are these two letters different? Work in pairs and discuss with your partner. What aspects make the second letter more modern?**

Dear Sir,

With due respect and humble submission, I beg most respectfully to state that as per advertisement in “The Bangladesh Observer” for a sales officer, I am hereby offering myself as a candidate for the same. My bio-data and other necessary documents are attached herewith for your kind perusal and sympathetic consideration.

I shall be highly grateful if my application is sympathetically considered. I shall leave no stone unturned to prove my worth as a sales officer.

Yours most faithfully,  
Md Idris All  
Dated, Dhaka  
The 16th February, 2000

Rajshahi  
16 Feb, 2000

Dear Sir,

In response to your advertisement published in “The Bangladesh Observer” on 14.2.2000, I am applying for the post of a Sales Officer. I am enclosing my CV and 2 photographs with this letter.

I hope you will consider my application and kindly give me an opportunity to prove my ability.

Yours sincerely,  
Md Azharuddin

C

**Here is an application for the post of a lecturer but it is written in the form of a paragraph and without any punctuation marks. (a) Rewrite it in the proper format, (b) insert punctuation marks, (c) rearrange the lines so that the letter becomes organised.**

the principal shah makdum college rajshahi 125/2 shaheb bazar rajshahi 6206  
15 may 2001 sir my full particulars including my academic qualifications and  
experience are enclosed for your consideration i enclose a bank draft of taka  
100 two passport size photographs certified copies of my educational records  
and achievements in extra-curricular and co-curricular activities in response to  
your advertisement in the bangladesh observer of 25 april i would like to apply  
for the post of lecturer in english i would be grateful if you kindly consider me  
for the post

**D      Here is an advertisement for a job. Read it and write an application for it.**

**Wanted Data Collectors**

A foreign NGO, conducting a nationwide survey, is looking for young and energetic data collectors. If you are below forty, and willing to travel, apply with your bio-data and two passport size photographs. Students can also apply. This is a part time job and will involve going to different places for short periods. Job experience is not necessary. Preference will be given to people from Marketing, Economics or Sociology. Apply to GPO Box 650 by November 2001.

**Focus:**

| Skills                                       | Functions   | Grammar/Structure                                | Vocabulary   |
|--|---|--|--|
| Speaking, intensive reading, writing letters | Identifying old and new styles of writing letters | Punctuation marks, stylistic features of letters | humble, submission, perusal, co-curricular, extra-curricular |

**Lesson 7**

**Writing a resume**

- Objectives:** By the end of this lesson you will have
- discussed what a bio-data is
  - read two bio-data
  - answered questions based on the bio-data
  - written your own bio-data
- 

**A      In pairs discuss:**

- 1

What is a bio-data?
- 2

Why do we need a bio-data?
- 3

On what occasions can we use a bio-data? What other names do we use for a bio-data?

**B      Here is an example of a model resume of Mr NGUYEN. Read it and make a list of the kinds of information given.**

| Resume              |   |
|---------------------|---|
| Name :              | Doc Quang NGUYEN  |
| Date of Birth:      | 23 September 1948   |
| Nationality:        | Vietnamese  |
| Address:            | 22 Ranking House, Grove Street, London W5 58J   |
| Telephone:          | 0208 2384657  |
| Education:          | 1967 Baccalaureate (A level standard), Ammon High School, Saigon (Electronics, Mathematics, Philosophy, Vietnamese, French, Physics, Chemistry)   |
|                     | 1972 B.Sc. Electronics and Electrical Engineering, Saigon University.   |
| Employment:         | 1973-74 Lecturer in Electronics, Saigon University.<br>Also managed my own business, repairing motorcycles (Kawasaki, Honda, and all main Japanese makes). I had two staff working for me. 1975-79 Various teaching jobs in Saigon, given by the government (1979: I escaped to Hong Kong and then came to UK as refugee) |
| Training & Courses: | 1980 TOPS course in Electronic Circuitry, Portsmouth<br>1980 ESL (English as a second language) course, Hackney Institute   |
| References          | <div> 1 Ms J Brown<br/>Lecturer in English as a Second Language<br/>Hackney Institute<br/>London N4<br/>Tel: 02072389234 </div> <div> 2 Mr T Smith<br/>Training manager<br/>Shipley electronics<br/>Barking Road<br/>Portsmouth<br/>Tel: 01705 88312 </div>   |

**C**

- 1 What is the surname and first name of the applicant?
- 2 How old is he?
- 3 Where does he come from?
- 4 In which country is he now?
- 5 Where did he have his education?
- 6 If you were in high school in his place, name one subject you probably  
would not study.
- 7 What sort of job is he qualified to do?
- 8 What is his work experience?
- 9 Where did he do his ESL course?
- 10 Why do you think his references are not from his own country?

**D**     **Here is another resume but this time it is called a “curriculum vitae” Read it and then answer the questions below.**

| Curriculum Vitae         |  |      |                       |                     |
|--------------------------|--|------|-----------------------|---------------------|
| Name:                    | Md Hasan Ahmed   |      |                       |                     |
| Date of Birth            | 10.12.1974.  |      |                       |                     |
| Father’s Name:           | Md Mozaffar Ahmed.   |      |                       |                     |
| Nationality:             | Bangladeshi  |      |                       |                     |
| Religion:                | Islam  |      |                       |                     |
| Academic Qualifications: |  |      |                       |                     |
| Degree                   | Name of Institutions   | Year | Division              | Board/University    |
| S S C                    | Collegiate School, Rajshahi  | 1993 | First                 | Rajshahi Board      |
| H S C                    | Rajshahi College   | 1995 | First                 | Rajshahi Board      |
| B.A.(Hons) (English)     | Rajshahi University  | 1998 | 2 <sup>nd</sup> class | Rajshahi University |
| MA. (English)            | Rajshahi University  | 1999 | 2 <sup>nd</sup> class | Rajshahi University |
| Work Experience:         | I have been teaching English Language and Literature at the Higher Secondary level since April 2000. |      |                       |                     |
| Interests:               | I am interested in sports and played in my college football team.                                    |      |                       |                     |

- 1     How old is the applicant?
- 2     How many years’ experience does he have?
- 3     What qualifications does he have?
- 4     Do you think he will be eligible for the job advertised in lesson 6?
- 5     Are the two bio-data different in any way? Give reasons for your answer.
- 6     Do you think there is a difference between a resume, a curriculum vitae (CV) and a bio-data?
- 7     Which style of bio-data do you prefer? Why?

**E**     **With the help of the two bio-data given above, prepare a bio-data of your own including two references. This will be useful when you want to apply for a job later on in life. (You can update it as your qualification increases.)**

**Focus:**

| Skills           | Functions                                    | Grammar/Structure                                    | Vocabulary                                 |
|------------------|--|--|--|
| Reading, writing | Providing personal information, writing a CV | Past events, present perfect to denote qualification | resume, surname, Baccalaureate, references |

**Lesson 8**

**Job interviews**

**Objectives:** By the end of the lesson you will have

- read two passages with different viewpoints
  - talked about job interviews
  - written a letter of advice
- 

- A      What do you know about the process of selecting candidates from the applications received? Share your ideas with a partner.**
- B      Now read the following and see what the writer says about interviews as a selection process.**

The selection interview has had a long and dishonourable history as the world’s most popular method of sorting out the wheat from the chaff. Despite being in constant use from the moment when the first cave-dweller asked a succession of nervous cave painters the immortal question ‘So why should I offer you this job?’, the humble interview has always been thought of as a pretty useless way to select the right candidate. And yet, despite the widespread feeling that interviews are only marginally, more successful at predicting success at work than examining the entrails of a dead cockerel, all employees continue to inflict this unnatural experience upon successive generations of graduates.

Your performance in the interview is very important, even though some people regard interviews as poor predictors of future performance. There is a good deal of subjectivity in an interview to judge a candidate, but as a candidate, the subjectivity inherent in interviews can work to your advantage. If you manifest confidence and enthusiasm, smile a lot and generally look as though you know what you are talking about, then you’re well on the way to a result. How you respond is probably more important than what you say.  
(Source *Jobs and Professions*)

**Read the passage again and in pairs discuss the answers to the following questions. Then write them down.**

- 1      What is this writer’s view about interviews as a selection process?
- 2      What is meant by subjectivity? How can it go in your favour?
- 3      How would you describe this writer’s attitude towards interviews?

- C      Here is another extract about job interview — this time from a different angle. Read the passage.**

To be successful in a job interview (or for that matter in almost any interview situation), the applicant, should demonstrate certain personal and professional

qualities. In as much as the first and often lasting impression of a person is determined by the clothes he wears, the job applicant should take care to appear well-groomed and modestly dressed, avoiding the extremes of too elaborate or too casual an attire. Besides care for personal appearance, he should pay close attention to his manner of speaking, which should be neither ostentatious nor familiar, but rather straightforward, grammatically accurate, and friendly. In addition, he should be prepared to talk knowledgeably about the requirements of the position for which he is applying in relation to his own professional experience and interests. And finally, the really impressive applicant must convey a sense of self-confidence and enthusiasm for work, factors which all interviewers value highly. The job seeker that displays these characteristics, with just a little luck, will certainly succeed in the typical personal interview.  
(Source: *From Paragraph to Essay*)

**D      In pairs answer the following questions.**

- 1      Write down a few adjectives to describe what is required of a good candidate under the following headings:
- appearance

-      manner of speaking

-      personality
- 2      Look at the first sentence : How does it set out the topic of the whole paragraph?
- 3      Look at some of the linking words that are used in the passage to develop the topic. Identify these words/phrases.

**E      How do the two passages differ? Examine them in terms of each author's viewpoint and style of writing**

**F      Your partner is going for a job interview with an NGO. Pretend you are going to interview him/her Write a series of questions you are going to ask. In pairs role-play the interview.**

**Focus:**

| Skills                     | Functions  | Grammar/Structure                             | Vocabulary  |
|----------------------------|--|---|---|
| Reading, speaking, writing | Understanding paragraph development, understanding writer's attitude, asking for/ giving information | Modal verb: should/must for advice/obligation | sorting out, chaff, cave-dweller, pretty useless marginally, entrails, predictors, subjectivity, inherent, confidence, widespread, enthusiasm, elaborate, well-groomed, casual, attire, ostentatious, typical |

## Lesson 9

### ‘The importance of money in life’

**Objectives:** By the end of the lesson you will have

- read a passage and understood the writer’s attitude
  - talked about the writer’s point of view, tone of voice and style of writing
  - written a summary
- 

**A** In pairs talk about the role of money and the importance of jobs in our life. Share your ideas with another pair. Write down the main points and be prepared to share them with the rest of the class.

**B** Now read the following text written in the nineteenth century by William Hazlitt. The text has been abridged for you. See what it says about money and jobs.

Literally and truly, one cannot get on well in the world without money. To be in want of it, is to pass through life with little credit or pleasure; it is to be despised; it is not to be asked out to dinner, or noticed in the street; it is not to have your opinion consulted or else rejected with contempt, it is to be scrutinised by strangers, and neglected by friends, it is to forego leisure, freedom, ease of body and mind, to be dependent on the good-will and caprice of others, it is to earn a precarious and irksome livelihood by some laborious employment; it is to be compelled to stand behind a counter, or to sit at a desk in some public office, or to marry your landlady, or not the person you would wish; or to go out to the East or West Indies, to get a situation as judge abroad and return home with, a liver. complaint, or to be deprived of the use of your fingers by transcribing Greek manuscripts; or to try by some of the Fine Arts, with all your pains, anxiety and hopes, most probably to fail, or, if you succeed, after the exertions of years, and undergoing constant distress of mind and fortune, to be assailed on every side with envy, back-biting, and falsehood, or to be favourite with the public for a while, and then thrown into the background; it is to be jostled by the rabble because you do not ride in your coach, or avoided by those who know your worth and shrink from it; it is to be a burden to your relations, or unable to do anything for them; to be ashamed to venture into crowds; to have cold comfort at home; to lose by degrees your confidence and any talent you might possess; to grow crabbed, morose, dissatisfied with every one, but most so with yourself, and plagued out of your life, to look about for a place to die in, and quit the world. The wiseacres will possibly, however, crowd round your coffin, and raise a monument at a considerable expense, and after a lapse of time, to commemorate your genius and your misfortunes!

(William Hazlitt, *On the Want of Money*— abridged)

**Read the passage again and find answer to the following questions.**

- 1      What literary form (e.g. story, essay, biography, etc) do you think this passage belongs to?
- 2      Talk about the writer’s attitude towards money and the problems of not having it.
- 3      Do you agree with the author’s view of money?
- 4      Find out the writer’s style of writing by discussing the following;
  - a      Is the writer expressing his point of view explicitly?
  - b      Why do you think the sentences are so long?
  - c      The writer repeatedly uses a technique to get his meaning across  
What is that?
  - d      Is he gloomy, humorous, mocking, or bored’ Or none of these?
  - e      Explain the last sentence. What kind of attitude underlies this statement?

**C      Look at the underlined words in the text. The writer has used these rather old fashioned and formal-sounding words because he was writing in the nineteenth century. Replace these with more commonly used words or phrases without changing the writer’s main message.**

**D      Write the central theme of this passage in about 2 sentences.**

**Focus:**

| Skills                     | Functions  | Grammar/Structure                           | Vocabulary  |
|----------------------------|--|---|---|
| Reading, speaking, writing | Understanding irony, understanding figurative language | ‘To be (something)’ used as exemplification | Despise, scrutinise, forego, caprice, precarious, irksome, assailed, jostled, rabble, crabbed, morose, wiseacres, commemorate |

**Unit Twenty-one: Globalisation**

**Lessen 1**

**The world as a global village**

**Objectives:** By the end of the lesson you will have

- talked about modern means of communication
  - read a passage about the effect of globalisation
  - discussed questions on the passage
  - formed and used some derivatives
  - written a letter to a pen-friend
- 

**A     Do you know what VOA is? Do you tune your radio in to VOA at 10 p.m.? What time is it then in Washington? From this can you guess the distance between Bangladesh and America? Can you guess how long it takes to fly to America? In what ways can you communicate with people living there?**

**B     Read the following passage.**

‘Globalisation’ has become a buzzword in the new era of international relations. Basically, it is a process of expanding trade and commerce all over the world by creating a borderless market. But it has had a far-reaching effect on many aspects of life. With the development of hi-tech communication media and rapid transportation facilities, the world has come closer We can now learn in an instant what is happening in the farthest corner of the world and travel to any country in the shortest possible time. Countries of the world are like families in a village. They can even share their joys and sorrows like next door neighbours. If one country is in distress, others can immediately come to its assistance. If we could build up an atmosphere of mutual understanding and co-operation through this globalisation process, our world could certainly be a better place to live in

**Now discuss in small groups the following questions.**

- 1     What do you understand by ‘a borderless global market’?
- 2     How have we conquered distance and time?
- 3     How is the world getting smaller day by day?
- 4     How can we make our world a better place?
- 5     Can you think of any adverse effects of globalisation?

**C     Look at the following derivatives of the word ‘globe’.**

*global                      globally                      globalise                      globalisation*

Now form similar derivatives from the following words and use the derivatives in sentences of your own.

*universe                  photo                  object*

- D      Your pen-friend lives in Brazil. Find out some information about Brazil (continent, capital, major products, chief sport). Exchange ideas with your partner.
- E      Write a short letter to your friend in Brazil telling him / her about the results of a recent international sports event in Bangladesh. (Due to the advent of the internet, remember, you do not have to post your letter to your pen-friend. You can e-mail him / her).

Focus:

| Skills                              | Functions          | Grammar/Structure     | Vocabulary             |
|-------------------------------------|--------------------|-----------------------|------------------------|
| Speaking, reading, writing a letter | Giving information | Roots and derivatives | buzzword, era, adverse |

Lesson 2

Globalisation and capitalism

**Objectives:** By the end of the lesson you will have

- talked about capitalism
- read a passage about capitalism and globalisation
- discussed questions on the passage
- matched some words with their antonyms
- written 2/3 sentences on a given structure
- written a contrasting paragraph

- A      Discuss with your partner what you know about capitalism. Name some rich capitalist countries.
- B      Read the following passage about globalisation and capitalism.

Capitalism developed in the European countries as a result of their 'laissez-faire' (hands off) policy. The idea of global trade which was inherent in capitalism has now become universalised.

Taking advantage of globalisation, capitalism seems to be on a triumphant march. We see that globalisation is creating more opportunities for capitalist countries than for developing countries. In the name of help and cooperation, the industrially developed capitalist countries are exploiting the poorer countries by using their cheap labour. The global strategy of development promises greater employment opportunities to the people of poor countries but at the same time it also promises high returns to capital.

This actually paves the way for a lasting poverty so that the capitalists can continue to have a pool of cheap labour to draw from. The exploited and impoverished workers of the developing countries are no match for a globalising powerful capitalism. As a result, the gap between wealth and poverty is ever widening. Globalisation has put the people of the world on the same vessel but in different cabins. Only a trifling minority are travelling in luxurious cabins furnished with all modern amenities. They have access to nutritious food, pure drinking water, sophisticated medicare and a life of luxury. But the overwhelming majority are travelling in the third class decks and are suffering from hunger and disease. Globalisation can bring happiness to everyone only when all passengers of the ship can travel in the same class of cabins in conditions of solidarity equity and justice. But will the capitalists ever allow this to happen?

**Now discuss the following questions in groups.**

- 1      How does globalisation help capitalism?
- 2      How do rich countries exploit poor countries?
- 3      Who are the trifling minority and the overwhelming majority mentioned in the passage?
- 4      How can globalisation help poor nations?
- 5      What is your opinion about the concluding sentence of the passage?

**C      Match the words on the left with their antonyms on the right.**

|            |          |
|------------|----------|
| global     | poverty  |
| cheap      | defeat   |
| wealth     | ancient  |
| minority   | national |
| impoverish | enrich   |
| triumph    | dear     |
| modern     | majority |

**D      Living conditions in rich and poor countries are obviously very different. Write a paragraph to illustrate at least five points of difference:**

**Focus:**

| Skills                       | Functions  | Grammar/Structure                                     | Vocabulary   |
|------------------------------|--|---|--|
| Discussion, reading, writing | Giving opinions, showing differences, identifying antonyms | Use of ‘more.... than’ in a simple sentence, antonyms | inherent, laissez-faire, consolidate, impoverish, vessel, trifling, medicate, overwhelming, solidarity, equity |

**Lesson 3**

**Modern technology and globalisation**

**Objectives:** By the end of the lesson you will have

- talked about advertisements of commercial goods
- read a passage on how modern technologies help globalisation
- discussed questions on the passage
- selected appropriate words to complete definitions
- written a short report

**A      Discuss in pairs how multinational manufacturing companies advertise their products to attract global consumers. Say if you are influenced by any advertisement you have watched on television.**

**B      Read the following passage about modern technologies and their effect on globalisation.**

Globalisation is now largely based on a strong technological foundation. The electronic transfer of information via the internet has now created an instantaneous and interconnected world of information resulting in a 24 hour trading network. This technology has largely changed banking and financial activities. Worldwide money transfer and transaction of businesses have now become a matter of clicking the mouse of a computer. Five out of every six dollars that move in the world economy today travel through the electronic medium. Some products like software and TV programmes are also amenable to digital or electronic transmission. We can now buy and sell goods through the electronic screen. Computers have thus brought about a revolutionary change in today’s world. Globalisation is now only what technology makes possible.

Now discuss the following questions in small groups.

- 1
- How has technology quickened the pace of globalisation?
- 2
- What is meant by digital transfer of information?
- 3
- How has IT changed banking and financial activities?
- 4
- Explain the last sentence of the passage.
- 5
- Think about some disadvantages of this technological advancement. Give some examples.
- 6
- How can machines be a threat to working people?

C Choose appropriate words from the box and complete the following definitions.

|            |           |            |          |
|------------|-----------|------------|----------|
| machine    | equipment | computer   | machines |
| electronic | printed   | industrial | messages |

- 1
- Automation** is the use of \_\_\_\_\_ instead of people to do a job or complete an \_\_\_\_\_ process.
- 2
- A Modem** is a piece of electronic \_\_\_\_\_ that allows information from one \_\_\_\_\_ to be sent along telephone wires to another computer.
- 3
- E-mail** is \_\_\_\_\_ mail. It is a system that allows people to send \_\_\_\_\_ to each other through a computer by means of a modem and telephone connection.
- 4
- A Fax** is a system of sending letters and messages in electronic form down a telephone line and then \_\_\_\_\_ in a special \_\_\_\_\_ at the receiving end.

D Suppose you own a soap / shampoo / hair oil factory. Choose an English name for your product. Then in pairs write a short report on its qualities so as to create a market for it.

Focus:

| Skills                                  | Functions                              | Grammar/Structure   | Vocabulary  |
|---|--|---------------------|---|
| Discussion, intensive, reading, writing | Using persuasive language, gap-filling | Reporting qualities | breathtaking, automation, satellite, modem, instantaneous, amenable, transmission, threat |

## Lesson 4

### Sports and globalisation

**Objectives:** By the end of the lesson you will have

- discussed global sports and their popularity
  - read a passage about international sports
  - discussed questions based on the passage
  - expressed preferences and given reasons
  - written a paragraph
- 

**A     Discuss in pairs the most popular international sporting competitions in the world. Mention how these extravagant events fascinate people all over the world and affect their normal activities.**

**B     Read the following passage about international sports and their relations with globalisation.**

Sports are a popular form of entertainment. Many international sporting events are organised from time to time. Most of these events are sponsored by multinational manufacturing companies and business firms. They pay for the sports events in exchange for the right to advertise their products during those events. These events are telecast worldwide by satellite and people all over the world watch them live. As a result, the sponsor's products receive maximum media coverage thus giving companies international recognition. This is only the commercial aspect of international sport but there are other aspects too. The sports venue becomes a meeting place of people from different countries. When people of different nations get together on the occasion of an international sporting event, they come closer to each other, sharing views, opinions and friendship. This opportunity creates a sense of brotherhood and a spirit of mutual co-operation among them. Moreover, getting acquainted with different cultures helps to break down prejudice and broaden outlook. If globalisation has anything to do with the development of international relationship, then sports can certainly contribute in a big way to this.

**Now discuss the following questions in pairs.**

- 1     Who sponsors global sports and why?
- 2     Can you name any internationally known companies that often sponsor big sporting events in our part of the world? Name some of these sporting events.
- 3     What do you understand by 'media coverage'?
- 4     How can sports promote universal brotherhood?
- 5     How are sports related to globalisation in the passage?

C Which of the following two sports do you prefer to watch?

Football

You can say:

Cricket

*I prefer football to cricket.*  
*I prefer cricket to football.*

In how many other ways can you express this preference of yours? Also give some reasons for your preference.

D Write a paragraph of about 100 words on your favourite sport.

Focus:

| Skills                       | Functions              | Grammar/Structure  | Vocabulary   |
|------------------------------|------------------------|--|--|
| Discussion, reading, writing | Expressing preference. | Compound sentences with clauses joined by ‘and’ and ‘but’, link words ‘moreover’ | extravagant, sponsor, venue, telecast, coverage, recognition, mutual |

Lesson 5

Globalisation and our cultural identity

Objectives: By the end of the lesson you will have

- talked about specific cultures
- discussed some Bangladeshi customs
- read a passage on globalisation of culture
- discussed questions on the passage.
- completed six sentences and arranged them into a paragraph.
- written a short composition

A Culture usually denotes the ideas, beliefs and customs that are shared and accepted by people in a society or community. We can, for example, refer to ‘Bengali culture’, ‘British culture’ or ‘Japanese culture’. A particular custom may prevail in one society, while it may go against another society. For example, your culture does not permit you to smoke in the presence of your teacher but this is not at all offensive in Western societies.

Discuss in pairs some customs accepted in Bangladeshi culture and some customs which this culture does not permit.

**B      Read the following passage about the globalisation of culture.**

Although globalisation is mainly connected with business, trade and international relations, it is no longer viewed from that perspective alone. The tide of globalisation is now encroaching into other spheres too. Satellite television channels and the internet are bringing all sorts of different customs and behaviour into our homes. Under the influence of globalisaiton, global cultures are steadily getting integrated with local cultures. Different cultures are constantly interacting. As an independent nation, we have our own traditional social values, beliefs and attitudes. But in the globalising process, many foreign customs and beliefs are intruding on them. This is having a profound impact on our young generation in particular. The intrusion of foreign culture is seen by many as a threat to our national cultural identity.

**Now discuss in small groups the questions below.**

- 1      How are Eastern and Western cultures getting mixed?
- 2      What do you understand by ‘cultural intrusion’?
- 3      How is satellite television affecting out culture? Give some examples.
- 4      Look at the concluding sentence of the passage. Do you agree that a foreign culture is a threat to our cultural identity?
- 5      What elements of other cultures do you notice in your society?

**C      Fill the gaps in the following sentences with the words in the box.**

|            |               |            |
|------------|---------------|------------|
| overcome   | surprise      | patterns   |
| accustomed | diametrically | unfamiliar |
| confusion  | expectations  | experience |

- 1      To their utter \_\_\_\_ they may notice or experience things which are \_\_\_\_ opposite to their culture.
- 2      You may \_\_\_\_ culture shock gradually when you become \_\_\_\_ to the new way of life.
- 3      People working or studying abroad and often find themselves in \_\_\_\_ environment.
- 4      This \_\_\_\_ can be called culture shock.
- 5      If they go to a country with very different customs and behaviour \_\_\_\_, may find that all of their \_\_\_\_ about people of that country are not valid.
- 6      This mismatch between their expectations and reality may cause \_\_\_\_ for sometime.

**Now arrange the sentences to make a connected paragraph.**

**D      One of the effects of globailsation is cultural assault. Write 8-10 sentences supporting or refuting this statement.**

Focus:

| Skills                     | Functions  | Grammar/Structure               | Vocabulary  |
|----------------------------|--|---------------------------------|---|
| Speaking, reading, writing | Supporting / refuting a statement, arranging jumbled sentences | Subject + get + past participle | perspective, engulf, encroaching, intrude, incorporate, intrusion, pose, imbibe |

Lesson 6

Globalisation and English

**Objectives:** By the end of the lesson you will have

- talked about different ways of speaking English
- read a passage about global English
- discussed questions on the passage
- analysed stylistic features of the passage
- described Bangladeshi English

**A     English is an international language. People of different countries speak English for many different purposes. But their way of speaking is different from that of native speakers. Discuss with our partner the reasons for this difference.**

**B     Read the following passage about the standard of global English.**

The process of globalisation requires single language for international communication. For many different reasons, English has achieved the prestige of being an international language. As a result, it has crossed the national borders to reach people who speak other languages. All of us are now stockholders in the English language. It is no longer the unique possession of the British or American or other native speaker people, but a language that belongs to the world's people. In fact, bilingual and multilingual users of English far outnumber its monolingual native speakers.

This phenomenon has led to a bewildering variety of English around the world. As more and more people speak English, more and more varieties have emerged which are strongly influenced by the pronunciation, grammar and idiom of their respective mother tongues. World English has now completely moved away from

the control of its native speakers. There is a joke that global English is neither British nor American, rather it is bad English. However, the question of good or bad English is irrelevant now. Today's slogan is 'mutual intelligibility' among users of the language.

**Now discuss the following questions in groups.**

- 1 Can you guess any reason why English has become an international language?
- 2 What has happened to English as a result of its being an international language?
- 3 What is your idea of good English and bad English?
- 4 Can you use English well? What are your problems in particular?
- 5 What do you understand by *mutual intelligibility*? Why is it important?  
Can you give an example where *mutual intelligibility* may fail?

**C Look at the above passage again to answer the following questions.**

- 1 How many sentences are there? Which of them are simple, complex or compound?
- 2 How many unfamiliar words do you find?
- 3 Do you find the passage difficult or easy to understand? Why do you think it is so?
- 4 If the passage is difficult, how could it be simplified? Write a brief simplified summary.

**D What do you understand by Bangladeshi English? Discuss in small groups. Then write a brief description of Bangladeshi English.**

**Focus:**

| Skills                             | Functions  | Grammar/Structure                                  | Vocabulary  |
|------------------------------------|--|--|---|
| Discussion,<br>reading,<br>writing | Giving opinions,<br>analysing<br>stylistic features,<br>making<br>comments | use of 'neither .....<br>nor' & (more and<br>more) | monolingual,<br>bilingual, multilingual,<br>phenomenon,<br>bewildering, emerge,<br>respective,<br>destandardisation,<br>intelligibility |

Unit Twenty-two: Conquering Space

Lesson 1

Mysteries of space

- Objectives:** By the end of the lesson you will have
- discussed different bodies in space
  - read about black holes and answered questions on the passage
  - written short organised notes from scattered information

Discuss in pairs. What do you know of the following?

a  
comet

a  
star

the  
universe

a  
planet

Mars

**B** Read the following description of a black hole. Then answer the questions that follow.

Black Holes

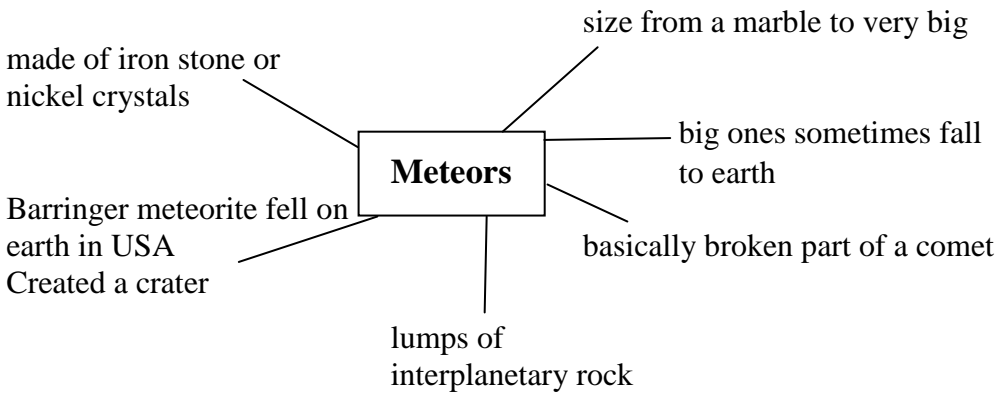
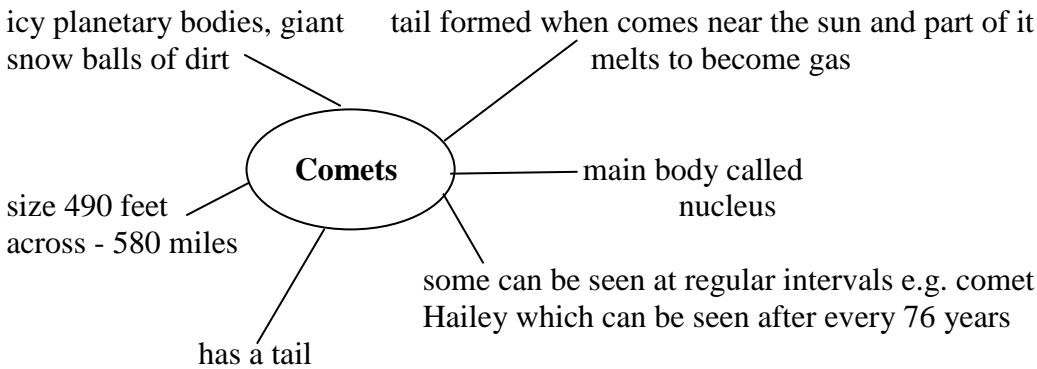
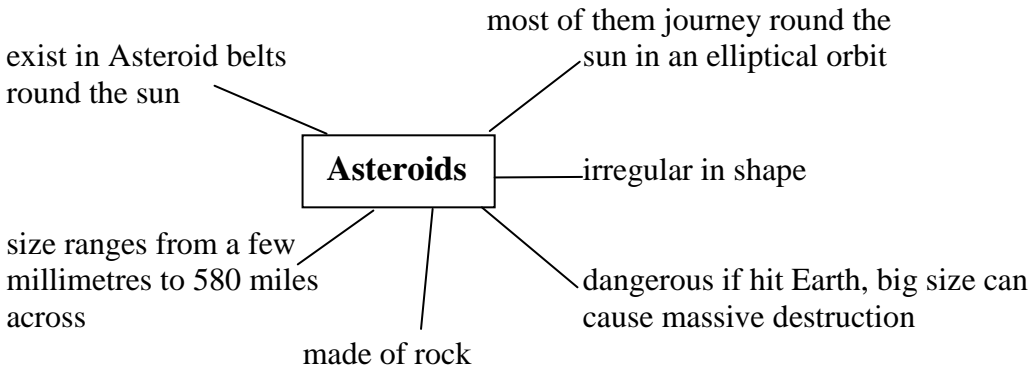
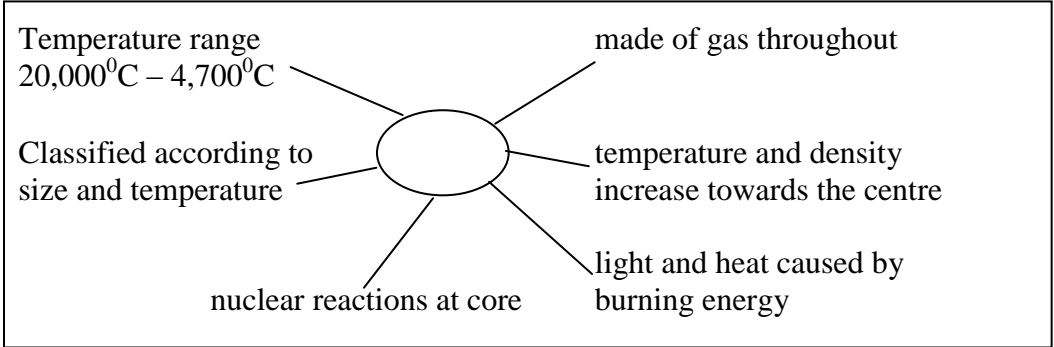
Black holes are produced by huge stars. They are called black holes not because there are real holes in space but because they cannot be seen as there is no light coming out of them. When after burning for billions of years stars reach the end of their lives their energy does not disappear. The burning core becomes very small like a pinpoint but its weight is as much as a star. It also has tremendous gravity and this gravity pulls towards it everything that comes near it. Although black holes cannot be seen through telescopes their presence can be identified. They are like gigantic magnets in space.

- 1
- What is a black hole at the beginning?
- 2
- How many years does a star need to turn into a black hole?
- 3
- How can black holes be detected?

**C** Now listen to your teacher read out the description of a galaxy and then fill in the chart below.

| Galaxy | Origin | Number of stars | Shape |
|--------|--------|-----------------|-------|
|        |        |                 |       |

**D      Read the following diagrams and write short paragraphs on each of them.**



Focus:

| Skills                           | Functions   | Grammar/Structure                   | Vocabulary                 |
|----------------------------------|---|-------------------------------------|----------------------------|
| Reading, listening, note—writing | Understanding diagrams, expanding notes, listening for specific information | Simple present for universal truths | dirt, lump, core, gigantic |

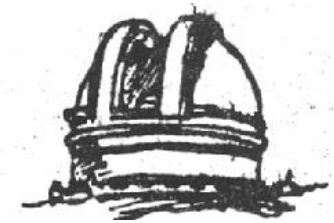
Lesson 2

Space research

**Objectives:** By the end of the lesson you will have

- Been introduced to observatories and telescopes
- matched and linked sentences
- read a passage and selected appropriate words
- completed sentences

**A** Look at the following picture of an observatory which contains a powerful telescope. The roof or the observatory opens and closes to allow the telescope to be used. What do you think this telescope is used for?



The Observatory at Mount Palomar

**B** For centuries humans have been interested in finding out more about space. So what did they do about? To find out (1) Match a sentence in column A with a sentence in column B. (2) Convert the matched sentences into one using link words like *before, after, and so, because, in order to, but, as*. You can make other changes in the sentences if necessary or use a link word at the beginning of the sentences.  
*e.g. A1 is linked with Bf and joined with 'so' to make one sentence.*

| A |   | B |  |
|---|---|---|--|
| 1 | Ancient astronomers did not understand heavenly bodies well   | a | A cosmologist strives to explain the origin and development of the universe.                             |
| 2 | Scientists are studying radio- waves and radiation from the stars to study their distances              | b | Nothing can travel faster than light, at 1,86,000 miles per second ‘and 870,000 million miles in a year. |
| 3 | The telescope was invented in the 17 <sup>th</sup> century  | c | Astronomers are focusing more on what stars actually are.  |
| 4 | Until the 19th century the focus of astronomy was cataloguing stars and studying the movement of stars. | d | Satellites, and space probes are also used to collect information from space.                            |
| 5 | An astronomer studies specific parts of the universe  | e | They thought some astronomical happenings like eclipses were ill omens.                                  |
| 6 | Many giant telescopes have been built on the ground to study space                                      | f | Early astronomers had no telescope.  |
| 7 | Distances in the universe are measured in light years   | g | Space provides view uninterrupted by the Earth’s atmosphere.   |
| 8 | Astronomers have sent the Hubble telescope into space   | h | Telescopes are kept in observatories built on high mountain tops.  |
| 9 | High mountain tops provide best view of space away from city lights                                     | i | Many stars are too far to be seen even through the most powerful telescope.                              |

C      **Read the following passage.**

**Is there anyone out there besides us!**

Scientists have always wondered if there is life anywhere out in the space besides us. They have joined together on a major project called the Communication with Extra-Terrestrial Intelligence (CETI) which seeks to establish contact with any other living beings in the universe. For this they are beaming out radio signals into space in the hope of attracting attention of “other worlds”.

It was thought that there is life on Mars. But two Viking spacecrafts that landed on Mars in 1976 did not provide much evidence of life. The pictures sent by them showed Mars as having a red sky instead of a blue one like ours and a pinkish iron-rich soil. Its gravity is about half as strong as that of Earth so that the atmosphere is also much thinner than our planet. It has deserts, high mountains, volcanoes, craters, grooves like canals as well as summer and winter seasons. But there are no trees or signs of any life forms. However a close inspection of a meteorite from Mars that fell on the Earth has revealed tiny fossils like bacteria 3.6 billion years old. This proved that some form of life existed there in the past. But who knows! Space probes have also been sent to planets Jupiter, Saturn,

Uranus and Neptune. It will take years for a space probe to reach a planet and many more years to analyse all the data sent to Earth by these probes.

Answer the following questions

- 1

What do you think the author means by “the other world”?
- 2

What is the aim of project CETI?
- 3

How is the planet Mars different from Earth?
- 4

Are there any similarities between Mars and Earth?
- 5

Why does the author say “who knows”?
- 6

Can you identify the link words in this passage? Underline them.

D Complete the following sentences.

- 1

People have always been interested in space *so* \_\_\_\_\_.
- 2

The Earth has a blue sky *but* \_\_\_\_\_.
- 3

*As soon as* scientists get some new information\_\_\_\_\_.
- 4

Scientists use a telescope *in order to*\_\_\_\_\_.
- 5

Early man used to worship the stars and moon *because* \_\_\_\_\_.

E Should Bangladesh invest in space exploration? In pairs discuss this giving at least 2 points for and against the idea. Finally, write a paragraph giving your own opinion on this.

Focus:

| Skills                     | Functions                                | Grammar/Structure | Vocabulary   |
|----------------------------|--|-------------------|--|
| Speaking, reading, writing | Joining ideas, debating an idea, arguing | Link words        | Strive, omen, extra-terrestrial, evidence, fossil. |

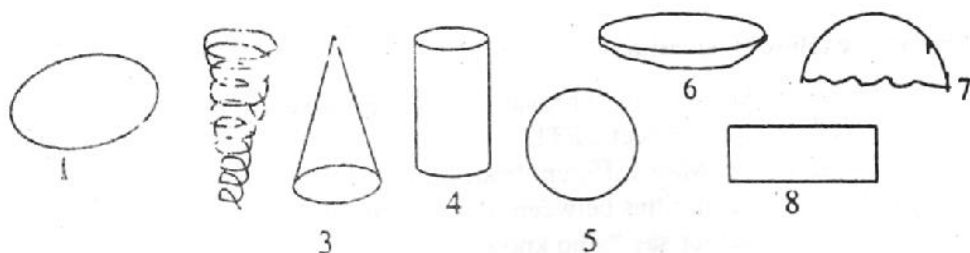
Lesson 3

Space crafts

Objectives: By the end of the lesson you will have

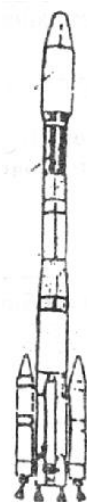
- matched a shape with its name
- completed a paragraph with the help of an illustration
- corrected mistakes in a paragraph
- written a paragraph with the help of notes

**A** What do you call the following shapes? Select a name from the box and write it under each shape.



disc-shaped, elliptical, spiral, conical, cylindrical, umbrella-shaped, rectangular, circular

**B** Now look at the following picture of a rocket and describe its shape using words from exercise A.



**C** The following information about rockets is jumbled up. Work in groups and arrange them in the right order by putting numbers beside each.

### A rocket

- a rocket is launched from a space centre
- the stages fall off to make the load less
- as the Earth has tremendous gravity, a rocket must reach a speed of 40,000 km per hour to get out of this gravity
- the cargo that a rocket carries is called a payload
- the liquids explode when mixed which pushes the rocket forward
- the payload may be astronauts or satellites

- the escape velocity is the speed which a rocket needs to get out of the Earth's gravity
- there are about fifteen launch sites around the world
- the heavier the rocket the more fuel it will need
- the first idea of a rocket was developed by Russian schoolmaster Konstantin Tsiolkovski in 1903
- the larger the rocket the heavier the payload can be
- the fuel is not carried in one tank but in different containers
- rocket fuel consists of two liquids
- a rocket needs to carry huge amounts of fuel to pickup speed
- the containers are called stages
- space travel actually started when American engineer Robert Goddard launched the first liquid fuel rocket

**Now arrange the ideas to make a full paragraph. Remember to use punctuation marks. You may join two or more ideas in a single sentence.**

**D Using the information from exercise C, select the correct answer.**

- 1 If a payload is heavy, a rocket will need (a) more fuel (b) less fuel.
- 2 The credit for developing a rocket goes to (a) a Russian (b) an American.
- 3 The containers which carry fuel (a) can be reused (b) cannot be reused,
- 4 Rockets are launched from (a) different places of the world (b) one place only.
- 5 Astronomers are carried in (a) a container of the rocket (b) a separate part.
- 6 When a rocket attains the speed of 38,000 km per hour it will (a) be beyond the Earth's gravity, in outer space (b) still be within the Earth's atmosphere.

**E Read the following passage. There are some mistakes in it which have been underlined. Correct them.**

### **The Space Shuttle**

Rockets are very expensive as it can be used only once. Scientists has therefore developed an reusable spacecraft called a Space Shuttle which take off like a rocket but do not get destroyed as it come back to earth. It can also be use to launch satellites into space, retrieve them from space if any repairing is needed and allow about 7-8 scientists to carried out experiments in space. It do not fall under water like the command module of a rocket but smoothly land on a runway like a plane. When it is ready for the next launching, new fuel tanks is fitted in it. This way scientists can save the huge expense of building a new rocket every time they need one

**F** Write 5 sentences showing the difference between a rocket and a space shuttle.

**Focus:**

| Skills                     | Functions             | Grammar/Structure             | Vocabulary  |
|----------------------------|-----------------------|-------------------------------|---|
| Speaking, reading, writing | Describing, comparing | Agreement of subject and verb | massive, tremendous, gravity, launching, sophisticated, reusable, satellite |

Lesson 4

Some giant steps

**Objectives:** By the end of the lesson you will have

- identified difference in meaning in a set of sentences
- read a text and answered questions based on it
- organised a jumbled text

**A** Read the following sentences. How are they different? Discuss in pairs.

- 1 He had finished his class work when the bell rang.
- 2 He finished his class work when the bell rang.
- 3 While he was finishing his class work the bell rang.

**B** Now read the text below and answer the questions that follow.

Living in Space

Scientists have been experimenting with the idea of living in space for a long time. But it is not easy to live in space. There is no gravity and the body needs a lot of adjusting to do. One of the scientists reported that his heartbeat had become slower, and bones and muscles had felt weaker as calcium had been decreasing from them. His head had felt heavy as there was no gravity to keep blood down in the legs and there was also a feeling of space sickness which is like travel sickness. Doing everyday jobs also becomes difficult. Water cannot be poured because it stays in one place like a big ball. If you want a drink you must do it with straw from a closed container. If you sprinkle salt it spreads all around you and heavy objects can be moved with one finger as they have no weight. Astronauts therefore need months of training to be able to adjust to conditions in space.

- C
- Would you like to live the in space? Give reasons for your answer. Discuss with a partner.
- D
- Taking help from the text, make a list of the problems that you might face if you were to live in space. Now imagine that you were an astronaut in space. Tell your partner what problems you faced when you were in the space craft. Also add what your feelings were.
- E
- Now read the following information on space travel. Rewrite the 2 sentences by joining them using *before* or *after*. Use *had* with the action that happened before.
- 1
- Russian female Astronaut Valentina Tereshkova travelled into space in 1963. Sally Ride became the first American woman in space in 1983.
- 2
- In March 1992 the Russian astronaut Sergei Krikalev returned to earth. He spent 313 days in space.
- 3
- Now astronauts go to space in a Space Shuttle. In the past they went in the command module of a rocket.
- 4
- A dog called Laika was sent into space in 1957. The first Russian astronaut Yuri Gagarin went out into space in 1961.
- 5
- Many Russian and American astronauts landed on the Moon between 1969 and 1972. The American astronaut Neil Armstrong landed on the Moon in 1969.
- F
- Read the following passage. The sentences are not in proper order. Rearrange them to form an organised text.

Space Stations

Since then four Space Stations have been launched by the Russians and Americans separately. It is a 16—nation project which marks unprecedented international co-operation in Space Research. But in October 2000 the first manned Space Station ISS (International Space Station) was launched with two Russian and one American Astronauts. To conduct experiments in space, scientists have launched Space Stations which provide laboratories for living and conducting experiments. The Space Station is expected to be completed by the year 2006. The first Space Station Salyut was launched by the Russians in 1971.

Focus:

| Skills                               | Functions       | Grammar/Structure             | Vocabulary                      |
|--------------------------------------|-----------------|-------------------------------|---------------------------------|
| Intensive reading, speaking, writing | Organising text | Present perfect, past perfect | gravity, unprecedented launched |

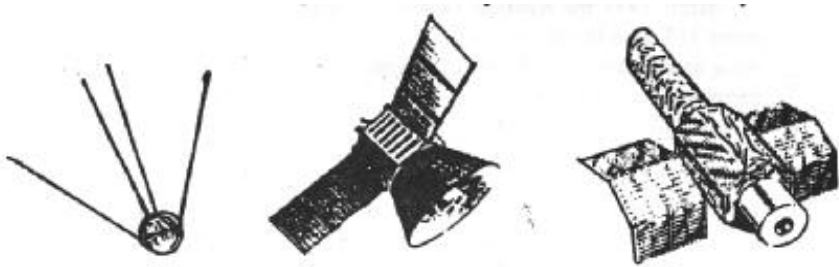
# Lesson 5

## Satellites

**Objectives:** By the end of the lesson you will have

- discussed satellites
- read a passage to identify positions
- written questions to given answers
- written a short paragraph describing an illustration

**A** Satellites can be of different sizes and shapes. Look at the following pictures of satellites. Work in pairs and discuss what they look like. How are they different from each other?

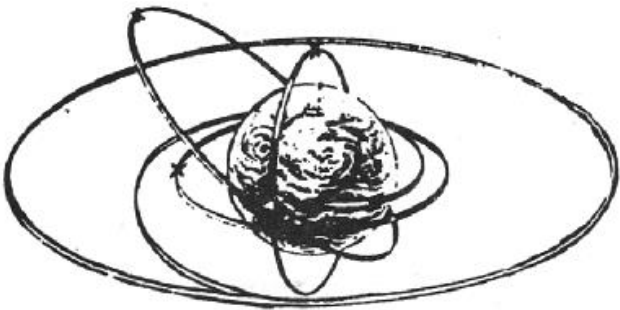


**B** Satellites are used by scientists to serve varied purposes. They can be of different types depending on the purpose they serve. Now match a satellite type with its possible function.

|                                 |  |
|---------------------------------|--|
| 1 A Weather Satellite           | — helps us to watch live programmes on television        |
| 2 A Navigation Satellite        | — provides information about weather conditions on earth |
| 3 An Astronomical Satellite     | — monitors radiation from stars or outer space           |
| 4 A Telecommunication Satellite | — helps a ship to pinpoint its position.                 |
|                                 | — helps an aeroplane to identify its position.           |
|                                 | — helps us to make an international phone call           |
|                                 | — helps us to calculate if a storm is coming             |
|                                 | — investigates where mineral deposits can be found       |

**C** Satellites are different from space probes. A space probe works in outer space away from the earth. But satellites move around the earth. The path that each satellite takes is called an orbit.

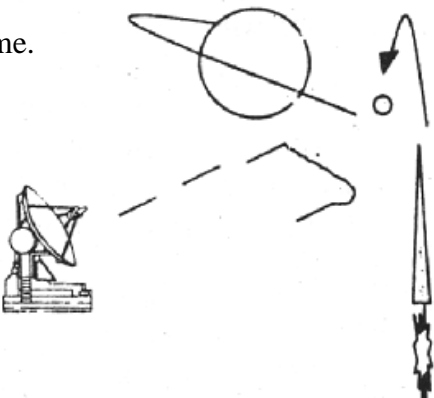
Read the description below. Write the name of the orbit in the illustration. One has been done for you.



A ‘Geostationary’ orbit moves in a big circle away from the earth. It allows a satellite to rotate at the same speed that the earth rotates so that it stays at the same position over the earth all the time. This is useful for television and navigation. The ‘Polar’ orbit circles around the earth’s poles, so that the entire earth can be scanned to observe weather conditions. However, the one mostly favoured by scientists is the ‘Low Earth’ orbit, because it allows them to carry out space investigations. An ‘Eccentric’ orbit, on the other hand allows a satellite to rotate at different distances from the earth and send information from different angles. This is useful for studying magnetic and electrical fields.

D Write questions for the following answers based on your reading of the passage.

- 1 An orbit.
- 2 No, it stays at the same position all the time.
- 3 To scan the entire surface of the earth.
- 4 To obtain weather conditions.
- 5 An eccentric orbit.



E Look at the following illustration and from the information you have got from the rest of this lesson, write a paragraph on “Satellites”.

Focus:

| Skills                     | Functions            | Grammar/Structure                       | Vocabulary                           |
|----------------------------|----------------------|---|--------------------------------------|
| Speaking, reading, writing | Describing processes | Asking questions, simple present tense, | rotate, processed, scanned, monitor. |

## Lesson 6

### The Alien

**Objectives:** By the end of the lesson you will have

- read an extract from a story
  - answered comprehension questions on the story
  - retold the story in brief in your own words
- 

**A**     **Read the following extract from a short story ‘Across the Ionosphere and into the trees’ by Henry Gregor Felson. It is about an alien who came to earth but didn’t go back and who is being visited by another alien. (An alien is an imaginary living being from outer space.)**

The way it happened. I was awakened in the middle of the night by a ringing noise in my ears. Three long rings in my left ear and two short rings in the right.

I sat up at once startled. That was my correct number. But who on Earth could be ear ringing me in the middle of the night with an Adnaxian form of communication?

I suppose I should explain that I am a native of the planet Adnaxas. I came to Earth about a dozen years ago in a flying saucer, in order to scout Earth for future destruction. While scouting I met a girl in a drugstore and we got to talking. To make a long story short, yesterday I was Captain Exmyex of the Adnaxian Interplanetary Air force, and today I appear to be a man, living in Iowa, USA, with my Earth-wife and two half-astronaut children.

Well, anyway, it was the middle of the night, and someone was trying to contact me on the aural phone. “Exmyex here” I brain-waved sleepily: “Who’s calling please?” “Exmyex!” an agitated brain-voice bellowed in my inner ear. “Thank heaven I found you! Oxyyox here. And help Exmyex! Help!”

“What’s the matte?” I asked “Where are you?” “That’s what I want you to tell me.” Oxyyox brain-cried. “Listen to me Exmyex and don’t interrupt. I have just landed next to your old space-ship, and I am surrounded by a tribe of monsters who mean to do me in.”

“What!” I brain-scoffed.

“They are all around me!” Oxyyox cried fearfully. “There must be thousands of them. I’m holding them at bay with my molecule pistol, and I’ve threatened to shoot the first one who moves.” Oxyyox’s brain-tone became hoarse with terror. “They are horrible fearful creatures, Exmyex, a hundred feet tall, with huge bushy heads that they keep shaking at me. Oh save me Exmyex, Please save me!”

“Now now” I said soothingly. “Don’t be alarmed Oxyyox. You are in the woods and those are just trees.”

“Trees?” He repeated shakily. “Are they friendly? What should I say to prove I mean them no harm?”

“You don’t have to say anything”, I said. “I’ll be right over. So don’t worry. You are in no danger.” “Oh, no”, he said bitterly. “No danger. All one of these brutes has to do is step on me, and my career is over.”

I slipped out of bed, changed into Adnaxian form and whisked out to Razza’s wood. There stood Oxxyx with his back against my old flying saucer, nervously addressing a tribe of maples and walnuts.

“Am I glad to see you”, Oxxyx said in a relieved voice when I joined him. “These trees have been getting more restless by the minute. I guess the only reason they didn’t attack me at once was that they thought I was some kind of God coming down from the sky.”

I persuaded Oxxyx to put aside his pistol and explained the nature of trees. An owl cried out, further startling him, so I went on to explain about the birds — and the bees and the flowers.

## **B Answer the following questions.**

- 1 What are the following things in the story?  
Exmyex, Adnaxas, Oxxyx
- 2 Are the following answers true or false? Write T or F.
  - a Exmyex came from outer space to destroy the world.
  - b Exmyex married a human being.
  - c He communicated with other aliens through his brain by thinking.
  - d Oxxyx was attacked by giants.
  - e Exmyex came to earth twenty years ago.
  - f Exmyex was sleeping when his brain phone rang.
  - g Maples and walnuts are two types of trees.
  - h Exmyex destroyed his flying saucer after he landed on Earth.
- 3 Give short answers in pairs.
  - a Why didn’t Exmyex go back to his own world?
  - b What does he call the mechanism by which he was contacted by Oxxyx?
  - c Why was Oxxyx afraid of the trees? How did he describe them?
  - d What do the underlined words mean when he said: “I am surrounded by a tribe of monsters who mean to do me in?”
  - e Why did Exmyex change into Adnaxian form before meeting Oxxyx?
  - f Write 5 adjectives to describe Oxxyx’s state of mind while he was in the woods.
  - g Write 5 sentences describing Exmyex’s feelings during the whole time.  
e.g. *He was surprised/astonished/startled to receive the Adnaxian ear call.*

**C Work with a partner and tell history in your own words in English. Use reported speech for the dialogues.**

**Focus:**

| <b>Skills</b>                                 | <b>Functions</b>                                     | <b>Grammar/Structure</b>                               | <b>Vocabulary</b>   |
|---|--|--|---|
| Intensive<br>reading,<br>speaking,<br>writing | Summarising,<br>reporting,<br>expressing<br>emotions | Past tense for<br>narratives, participle<br>adjectives | bellowed, scoffed,<br>startled, do me in, to hold<br>at bay |

## Unit Twenty-three: Challenges of the New Century

### Lesson 1

#### The last century in retrospect

**Objectives:** By the end of the lesson you will have

- talked about some aspects of the last century
  - read a passage about the last century
  - written about some positive and negative aspects of the last century
- 

**A What do the following words mean?**

a decade, a century, a millennium

**Say what decade, century and millennium it is now. When did each begin, and when will it end?**

**B In pairs discuss and note down 3 positive and 3 negative things that have happened during the last century.**

**C Read the following passage carefully.**

The last century is over, but it will not be forgotten. Many events have taken place during these years that have embellished and enriched human life. There have been significant advances in scientific achievement and technological development, including immense progress in medical science. Lately, a revolution in information technology has taken the world by storm.

In ideological terms, the twentieth century has been marked by the independence of many former European colonies in Asia, Africa and Latin America. The struggle for democracy in different parts of the world including Bangladesh has been momentous. It saw the division of Germany after the second World War, and its subsequent reunification in the eighties. The process of reunification evident here has also been echoed in other regions. The century also witnessed the rise of socialism, and the creation of super powers opposed in ideologies. However, the end of the cold war and the collapse of socialism have eased the major powers into a unipolar position.

On the other hand, conflict has deepened. The world has experienced some of the worst events in history during this time. Misuse of atomic energy has wreaked destruction. Two World Wars have recorded the worst sufferings in human history — Hiroshima and Nagasaki bear testimony to this. Conflict and strife worldwide has increased. It has seen the Vietnam war, the Gulf war, the war in

Lebanon, and in many parts of Africa causing widespread death and destruction. Terrorism too is sadly on the rise.

Indeed several other things have also caused endless human misery. Poverty, hunger, malnutrition, uncontrolled population growth and high mortality rates have been common features in the poorer countries. Environmental pollution, global warming, contaminated drinking water and the AIDS epidemic are many of the major problems that we have inherited from the decades that have gone by. And yet, despite these dark aspects, the last century will remain memorable in terms of positive human achievement.

**In pairs discuss:**

- 1
- What according to the passage are some of the beneficial achievements of the century?
- 2
- The passage refers to “immense progress in medical science”. Give some examples of this progress. Is there anything you yourself have benefited from?
- 3
- The second paragraph refers to the independence of former colonies. Name at least 3 European colonial powers. .
- 4
- What do you understand by the “cold war”? How is it different from real war?
- 5
- What happened in Hiroshima and Nagasaki?
- 6
- What do you understand by a) war, b) battle, c) conflict, d) strife?
- 7
- Discuss in groups of three and identify which you consider the ‘best’ and which the ‘worst’ thing that has happened in the last century. Give reasons for your answer.
- 8
- Make two columns under 2 headings “positive” and “negative”. Now note down as many events as you can identify in the text under each.

**D**     **Bangladesh is a relatively poor country. What are some of the things it has inherited from the last century that may have contributed to this problem of poverty? Discuss in groups and then write in about 100 words your views on this.**

**Focus:**

| Skills                               | Functions                             | Grammar/Structure                               | Vocabulary   |
|--------------------------------------|---------------------------------------|---|--|
| Speaking, intensive reading, writing | Describing, commenting on past events | Complex and compound sentences, present perfect | Unforgettable, glimmering, embellished, widespread, global |

Lesson 2

Bangladesh in retrospect

**Objectives:** By the end of the lesson you will have

- talked about major events in Bangladesh
  - read a passage on some events of the past
  - written a narrative
- 

**A      Think about some major events that took place in Bangladesh in the last few decades. Then in pairs note down some of the things you consider memorable.**

**B      Read the following passage and answer the questions below it.**

The most significant event for Bangladesh in the last century has been its birth as an independent nation. Prior to that, it experienced British colonial rule until 1947, followed by an oppressive existence as East Pakistan from 1947 to 1971.

The life of our people has often been shaped by tragedy. Floods have devastated our land and tidal waves from the sea have swept away thousands of lives. Poverty has been an ever-present spectre. As a result, nearly seventy percent of the population suffer from various degrees of malnutrition. Rapid population growth has added to this problem. Although the growth rate has slowed down to some extent, the population has almost doubled since in independence. On the other hand, turbulent politics and instability, and the rise of terrorism and crime are adversely affecting society.

Despite these negative aspects, the last twenty-five years will remain memorable for certain events. The 21 of February 1952 immediately comes to mind. Only recently, our language day has been declared the International Mother Language Day by UNESCO. 16 December 1971 is another day our nation will cherish forever — the day when we became citizens of a free state following our victory over the occupation forces of Pakistan. In addition, in the field of literature, art and culture we have produced great poets, novelists, and artists. For instance, Bangladesh is proud of the great poet Kazi Nazrul Islam who raised his fiery voice against injustice and oppression.

- 1      According to the passage, what achievements have Bengalis made in the last few decades?
- 2      What are some of the negative things that Bangladesh has experienced through the past decades?

**C      Are there any other well-known personalities you can think of who are Bengali but not necessarily Bangladeshi? Name 2 or 3. Then discuss what each is well known for.**

**D      Write a paragraph in about 100 words on any one event in the history of Bangladesh.**

**Focus:**

| Skills   | Functions        | Grammar/Structure              | Vocabulary                                      |
|--|------------------|--------------------------------|---|
| Speaking, intensive reading, writing a narrative | Narrating events | Present perfect, passive voice | malnourished, ridden with, deficiency, splendid |

Lesson 3

The challenge ahead — I

**Objectives:** By the end of the lesson you will have

- talked about some problems facing Bangladesh
- read a passage about a particular challenge facing Bangladesh
- written argument.

**A      Think for a while and note down 3 major problems facing Bangladesh. Then discuss how the country might address these problems.**

**B      Read the following passage about one of Bangladesh’s major problems.**

Feeding the ever growing population is a big challenge for Bangladesh in the coming decades. The major challenge for the country is to sustain the current level of agricultural production. The task is daunting, especially when the country loses about 80 thousand hectares of cultivable land annually due to excessive pressure on land for human settlement as well as the building of infrastructure such as roads and bridges. Moreover, river erosion and other non-agricultural uses contribute to the diminishing of agricultural land. Although the total number of farm holdings have increased by. 18 percent, the cultivated area has declined with the average farm size decreasing from 2.26 acres in 1983-84 to 1.69 acres in 1996.

Given that about 80% of the farms are small and highly fragmented, more imaginative and effective organisations of production are needed to sustain agricultural productivity and create more employment and income for the fanning community. The newly emerging ‘contract farming’ taken up by a number of

private agri-business firms is one approach for promoting food production, especially fruit and vegetables. One possibility to compensate for the loss of land is to go for land reclamation in the Bay of Bengal for which of course the country needs massive external assistance

It is essential to improve agricultural production in general and food production in particular. For this, support from the public sector is necessary to generate and promote technologies, and hence to strengthen production. Bio-technology research and development of hybrid crops and animal species need to be given priority which will probably involve partnerships with multinational private sector firms and institutions.

- 1
- Which particular problem does this text deal with?
- 2
- Write a title for this text.
- 3
- What factors have led to the problem?
- 4
- What measures are suggested here to deal with the problem?
- 5
- Of the various measures suggested here, which do you consider the most feasible? Why? Which do you think is the most difficult? Why?

C     **It is often argued that Bengali people should try to change their food habits. Do you agree? Discuss this in groups. Then write a paragraph either supporting or refuting this view (100 words).**

**Focus:**

| Skills                                | Functions                   | Grammar/Structure                  | Vocabulary   |
|---------------------------------------|-----------------------------|------------------------------------|--|
| Speaking, intensive, reading, writing | Making suggestions, arguing | past simple, present perfect tense | booming, strengthen, sustainability, multinational |

**Lesson 4**

**The challenge ahead — II**

**Objectives:** By the end of the lesson you will have

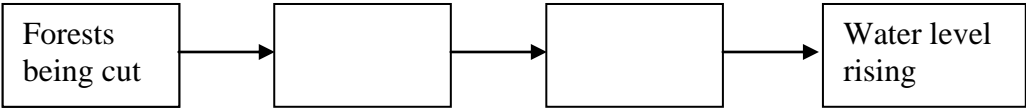
- talked about some of the worries of the future
  - read a passage on environmental threat
  - made a flow chart
  - written a letter to a newspaper suggesting some environmental solutions
-

**A** As we know, environmental pollution is a major problem today. Note down some of the causes of environmental pollution in the light of what you have read in previous lessons.

**B** Read the passage below and in pairs answer the questions that follow.

In the last 25 years alone, the world has lost one third of its natural wealth, according to the international conservation organisation World Wildlife Fund. The earth’s forests, wetlands, seas and coasts are in a worse state today than they were before. Forests are being cut down. Moreover they are being burnt indiscriminately resulting in an increase in carbon dioxide, and ultimately in the water level rising as a consequence of global warming. It is anticipated that the new century will face an overwhelming environmental catastrophe. It is therefore imperative to check the reckless pollution of the environment, if necessary, there should be a move towards taxing environmental pollution on the ‘polluter pays’ principle.

- 1 What is the problem identified in this passage? What do you come to know about the enormity of the problem?
- 2 How has this problem affected the world?
- 3 What does natural wealth mean? Does Bangladesh have natural wealth? Give at least 3 examples.
- 4 What do you understand by the ‘polluter pays’ principle? Use the context to help you guess the meaning.
- 5 Provide the missing information in note-form in this flow chart.



**C** In pairs identify some problems caused by environmental pollution in your locality. Discuss what the community and young people in particular can do to reduce pollution.

**D** Write a letter to the Editor of *The Rising Sun* complaining about one environmental problem that your locality faces, suggesting some possible measures that can be taken.

**Focus:**

| Skills                     | Functions   | Grammar/Structure                        | Vocabulary                                  |
|----------------------------|---|--|---|
| Speaking, reading, writing | Advising, suggesting, predicting, understanding flow charts, note-writing | Present continuous, passive, modal verbs | indiscriminately, ultimately, conservation. |

Lesson 5

Hopes for a better future

**Objectives:** By the end of the lesson you will have

- read four extracts on possibilities in the new century
- talked about your dreams for the future
- written a short passage on the possible advancement of science

**A** In the light of your knowledge about the last century, think about and note down one or two of the important things that you think might happen in the new century?

**B** Here are some imaginary news stories set in the future. Read them and answer the questions that follow.

**Paralysed man walks again**  
Two years ago a young New York policeman, Luther Howard, was paralysed in a car crash in which his back and spinal cord were broken. Doctors told him lie would never walk again. However, six months ago, he became a patient at the Columbia school of Bio-medical Research. There scientists were able to help him grow new nerve cells around the damaged area of his spine. Yesterday, he took his first steps since the incident.

**Cure for cancer found**  
A Team of French scientists at the Institute Pasteur have announced the discovery of a new super drug to cure cancer. Dr. Gilbert Dalgagilan, head of the team, claims that tests with human beings have been 'remarkably successful and have shown no serious side effects'. He said he believed that it would cure 90% of all but a few rare types of cancer.

**Are people living too long?**  
At an international conference in Dublin on population trends yesterday, experts discussed new techniques of biological engineering that will soon increase the average life expectancy to 150 years. However, they warned that that would lead to the problems that have already been caused by the tendency to live longer. Only a few years ago, in Britain and other parts of the world, people were regarded as "old" when they reached the age of sixty or seventy, and rarely lived beyond eighty or ninety. Now, however, several people live up to 120 years.

**Soviet and American astronauts**  
Two members of the joint Soviet-American mission to Mrs, Yuri Rostropovich and Monica Valerio, have become the first human to walk on the surface of Mars. They stayed on the planet for three days before beginning the return journey to earth. One of their objectives was to discover if there is any frozen water beneath the surface of the planet.

**C** Here are some sentences which may be installed in each or the news stories above. Choose an appropriate sentence for each text and put it in the right place.

- 1. As a result, the disease would soon be a matter for the history books.
- 2. If there is, a second mission will be sent there next year with the purpose of building a research station in which scientists from both countries will be able to spend up to six months.
- 3. He had been chasing three teenagers who were drunk and speeding.
- 4. Doctors say that within a year he will be able to walk and run again and even to play his favourite sport, squash.
- 5. This is one of the planned series of visits to the planet.
- 6. However, this might lead to some other sorts of problems such as welfare and new jobs for the young.

**D.** Say whether the following statements are true or false. If true, write 'T' and if false, write 'F'. Also correct the false statements.

- 1. The policeman's injury was not very serious.
- 2. Today lots of people in Britain live to be more than a hundred years old.
- 3. The Soviet-American astronauts think there may be some water somewhere on Mars.
- 4. The Russians and Americans have already decided to send a mission to Mars after this one.
- 5. The new French drug will be used to stop people from smoking.
- 6. The drug will cure most but not all types of a very serious disease.

**E** Do you think that some of the things that you have read above might actually happen this century? Discuss in groups and write a 100 word passage on the possible advancement of science in the 21<sup>st</sup> century, adding any information you can.

**Focus:**

| Skills   | Functions  | Grammar/structure                                       | Vocabulary                   |
|--|--|---|------------------------------|
| speaking,<br>intensive,<br>reading,<br>writing | Expressing<br>possibility/probability,<br>predicting | Use of may, might,<br>could, to express,<br>possibility | crash, spine,<br>astronauts. |

Lesson 6

Towards a culture of peace

**Objectives :** By the end of the lesson you will have

- analysed some statement
- read some extracts on peace and non-violence
- related some objectives to a real context
- written sentences stating possibilities
- made a poster

**A      In pairs study these statements and try to explain each of them. Do you agree with them?**

It's not how we treat our friends but how we treat our enemies that we should be judged by

Wars begin in the hearts and minds of men

Practise active non-violence

**B.      The UN declared the year 2000 the International Year for the Culture of Peace. Commitment 2000 sums up the aims of the declaration. Read this.**

**Commitment 2000: For a Culture of Peace and Non-Violence**

The year 2000 must be a new beginning for us all. Through united efforts the culture of war and violence can be transformed into a culture of peace and non-violence. This demands the participation of everyone. It gives young people and future generations values that can inspire them to shape a world of justice, solidarity, liberty and prosperity. The culture of peace makes possible sustainable development, protection of the environment and the personal fulfillment of each human being.



**Answer these questions on the text above.**

- 1 Can you name some areas in the world where there is conflict?
- 2 Is it possible to achieve a Culture of Peace and Non-Violence?
- 3 Who can bring about a Culture of Peace?
- 4 What do you understand by (a) a world of dignity and harmony, (b) a world of justice?

**C. Read the text below and answer the questions that follow.**

Soon after the UN declared the year 2000 the International Year for the Culture of Peace, the United Nations General Assembly proclaimed, in a historic vote, first decade of the twenty-first century as the Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010).

The proclamation invites each member state to teach the principles of non-violence at every level of society. UN bodies, private organizations, educational institutions, religious leaders, the media, performing artists and the civil societies are called upon to support the Decade for the benefit of the Children of the world.

- 1 Why do you think the UN has declared a *whole decade* instead of a *single year* for the issue of peace and non-violence?
- 2 Why have *children* been specially targeted?
- 3 Is it only up to *the state* to work for peace?
- 4 How can the *private sector* be involved too?

**D. Below are the objectives of the "Hague Agenda for Peace and Justice for the 21st Century". Read them. Then select any three objectives which you think are most important in the context of Bangladesh. Discuss in pairs how achieving these objectives can be possible. Then write 5 sentences about each.**

- 1 Educate for peace, human rights and democracy.
- 2 Create a just global economy and just global governance.
- 3 Eliminate racial, ethnic, religious and gender intolerance.
- 4 Promote gender justice.
- 5 Protect respect children and youth.
- 6 End violence against women in times of armed conflict.
- 7 Stop the use of child soldiers.
- 8 Build "local capacities" to maintain peace.
- 9 Utilise the media for peace building.
- 10 Call to ban the use of all weapons.

E. In group of 4, make a poster aimed at students with the slogan “Cultivate a Culture of Peace & Non-Violence”. Then choose the best ones and display them in your college.

Focus:

| Skills                                | Functions  | Grammar/structure   | Vocabulary   |
|---------------------------------------|--|---|--|
| speaking, intensive, reading, writing | Discussing issues, arguing and reasoning, expressing possibility, making choices | Modals: must, should, possibility: can passive: are called upon | transformed, inspire, dignity, harmony, solidarity, liberty, prosperity, proclamation, global governance |

Lesson 7

Education for peace

Objectives: By the end of the lesson you will

- analysed some terms related to peace keeping
- read some extracts on the value of education in promoting peace
- written an article on way of promoting peace

A. What do you understand by the following expressions? Discuss in pairs.

|                      |                 |           |
|----------------------|-----------------|-----------|
| Coping with conflict | Peace education | Tolerance |
|----------------------|-----------------|-----------|

B In 1994, the International President of UNICEF made a statement on the aims of education. Here is an extract from it. Read it and answer the questions that follow.

*“Education in all its shapes seems to be the key to master conflict and to prevent intolerance. Research and experience prove that peaceful co-existence can be taught. Topics, such as mediation, coping with conflict, peace education and tolerance cannot be seen as secondary or as a luxury. In primary education, they should receive the same attention as reading, writing and arithmetic.”*

1. The common concept about education is the acquisition of knowledge contained in books. But the UNICEF President is aiming at a higher objective in education. What is that?

- 2 What do you understand by 'peaceful co-existence'? Can you give some examples from our country where there is peaceful co-existence? Can you think of any situation where there is no peaceful co-existence?
- 3 Why is the UNICEF President so emphatic about the possibility of teaching peaceful co-existence?
- 4 At what level should this teaching start?
- 5 What sort of topics should be included under this teaching?
- 6 Look at the two words 'mediation' and 'tolerance'. What does each mean?
- 7 Give an example of conflict situations in your college or local area, village or town, where either "tolerance" or "mediation" or both would be useful to defuse tensions and bring about peace.

**C Read this extract from "The International Fellowship of Reconciliation: Education for Tolerance".**

“Education for Mutual Understanding and Cultural Heritage” is about self-respect, respect for others, and the improvement of relationships among people of differing cultural traditions. The themes should enable pupils to respect and value themselves and other’s to appreciate the independence of people within society; to know about and understand what is shared as well as what is different about their cultural traditions, and to appreciate how conflict can be handled in non-violent ways.

- 1 Can you give examples of 'people of different cultural traditions' in Bangladesh?
- 2 What is our general attitude towards from us and therefore avoid them?
  - Do we consider them different from us and therefore avoid them?
  - Do we actively oppose them and their traditions?
  - Do we actively oppose them and their traditions?
  - Do we respect their traditions and live side by side peacefully?
- 3 What would 'education for tolerance' teach young people?

**D In order to establish a Culture of Peaceful Co-existence, some challenges and questions automatically arise. Three are given below. Work in pairs and give your opinion about each of these challenges.**

- 1 To what extent will young people mix socially across racial and religious groups once they have formal education?
- 2 To what extent will policy makers gain information about the views and aspirations of the minority communities?
- 3 To what extent will young people help and contribute to build peace?

**E Write an article of about 200 words for *The Rising Sun* on any one of the questions you have discussed in task D.**

**Focus:**

| <b>Skills</b>                                       | <b>Functions</b>   | <b>Grammar/Structure</b>   | <b>Vocabulary</b>  |
|---|--|--|--|
| Reading for specific information, speaking, writing | Discussing issues, arguing and reasoning, expressing possibility | Modal verbs, should, could, might, have to, must possibility: can, could | tolerance, co-existence, mutual, interdependence, reconciliation |

## Unit Twenty-four: People, People Everywhere

### Lesson 1

#### What's the problem?

**Objectives:** By the end of the lesson you will have

- talked about your reading room/place where you study
  - identified any problems(s) you might face while studying
  - compared and contrasted two pictures
  - written a paragraph using but, though/although, etc
  - identified how you can help make a difference to the population situation in Bangladesh
- 

**Function:** identifying, comparing, contrasting, inferring

**A Work in pairs. Talk about your reading room / place. Ask and answer these questions.**

Where do you study at home?

How is it? (small? big? facilities? etc)

Do you have any problem while studying?

**B Work in pairs. Look at the pictures below. Ask and answer these questions.**

- 1 What can you see in the pictures?
- 2 How are the two pictures similar or different?
- 3 Make one list of similarities and another list of differences.
- 4 What do the differences mean to you?



- C** Write a paragraph in about 150 words describing the rooms in B and consider why they may have become like this or have the things in them that you can see. Also write about what the children are doing in the rooms. Use such words as *but, though/although, as much as, necessary*. For Example: *Though both the rooms are, more or less, of the same size, room 2 looks smaller than room 1, because room 2 does not have any empty space.*
- D** Imagine what kind of family the students and children in both the pictures might have. Write 2/3 sentences about
- their parents (what they do)
  - other family members
  - where they live
  - their economic conditions
  - their children's education, etc
  - the prospects for their children

## Lesson 2

### Kalim Majhee's boat

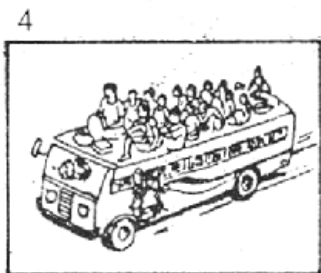
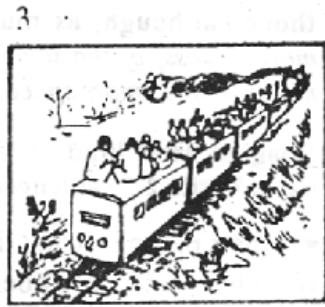
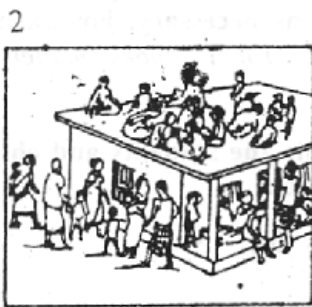
**Objectives:** By the end of the lesson you will have

- read a conversation about the present and projected population in Bangladesh
- answered comprehension questions based on the conversation
- written a paragraph using sentences and words as shown in the example in D below
- written a paragraph about the disadvantages of overpopulation in Bangladesh.

**Function:** making arguments, going opinions

---

**A** Look at the following pictures. Discuss in small groups why people are in trees, on roads and house-train-and bus-roofs.



**B** Read the conversation between the teacher and students to answer the questions that bellow.

Entering the class Mr Joynal Abedin, the English lecturer, found the room crowded and noisy. So he changed his scheduled topic and started the class this way:

Mr Abedin: Well, Class. We say Bangladesh is overpopulated — has too many people. My question is: Is it good or is it bad for us to have such a big population in the country?

Rafiq: Sir, before I answer, could I tell you what happened to Kalim Majhee last week?

Mr Abedin: Ok. But say briefly.

Rafiq: Thank you, sir. It was a hat\* day. The weather was getting worse with black clouds gathering in the sky. Many hat-goers were returning home with their shopping in bags, sacks and baskets. Everybody was trying to get into Kalim Majhee's boat ahead of each other, though he was shouting all the time, "Wait, wait. There are too many of you. My boat can't carry you all in one trip". But nobody listened and the boat sank in the middle of the river.

- Naznin: What are you trying to say, Rafiq? Is the country going to sink like Kalim Majhee's boat?
- Rafiq: Wait a minute. I didn't say that, did I? I simply want you to be aware of the situation — its magnitude! Look at the simple arithmetic: 123 million people living in an area of only 144 thousand sq km! So we have the highest population density in the world—about 850 people living in 1 sq km. Like Kalim Majhee's boat, can our land support this huge population?
- Noushin: And the future may be even worse. With the present growth rate of 1.5% , our population in 2020 is projected to be around 210 million. Can you guess what pressure our land will be under? Wouldn't then at least some people need trees, house-and train-roofs to live on?
- Mr Abedin: Thank you, everybody. I want you to be more critical about this Number One issue and the causes of overpopulation in the country.

**C Choose the best answer.**

- 1 Bangladesh is overpopulated.  
Here the underlined word means
- a too many people.
  - b more people in cities.
  - c people in trees and train-roofs.
  - d over-crowded trains and buses.
- 2 Many 'hat'— goers were returning home with their shopping in bags and baskets. Here the underlined word refers to
- a going shopping.
  - b buying things.
  - c things bought.
  - d shopping centres.
- 3 The carrying capacity of Kalim Majhee's boat that evening was not sufficient because
- a his was the only boat in the river.
  - b his boat very small.
  - c the number of people was too big.
  - d the storm was coming soon.
- 4 The population density of Bangladesh refers to
- a the number of people living in the country.
  - b many people living with little space between them.
  - c how thickly or thinly the country is populated.
  - d 850 people living in 1 sq km in the country.

**5** In 2020 the population of Bangladesh is projected to be 210 million. Here the underlined word can be replaced by

- a updated.
- b estimated.
- c devoted.
- d crowded.

**D** Work on your own. Imagine, or you may find in reality, a poor family with half a dozen or more children who live in your neighbourhood. You want the children to be hard-working, honest, etc. You also like the parents to be aware of the children's education, future, etc.

Now write a paragraph expressing what you want each member of the family to be. You may start with the parents in this way: "I am sure you are facing serious disadvantages of having such a big family. But I want you all to be happy..."

Use these words as much as necessary good, punctual, aware, serious, conscious, critical, hard-working, honest, careful, choices, responsible, informed, help, services, community, support.

**E** Imagine the area you live in either in a city / town or in a village. Write a paragraph about the difficulties you think you are likely to face twenty years from now. Include among other things such points as: housing, relationships, children's education and recreation, road communication, transport, business, etc.

## Lesson 3

### The rootless

**Objectives:** By the end of the lesson you will have

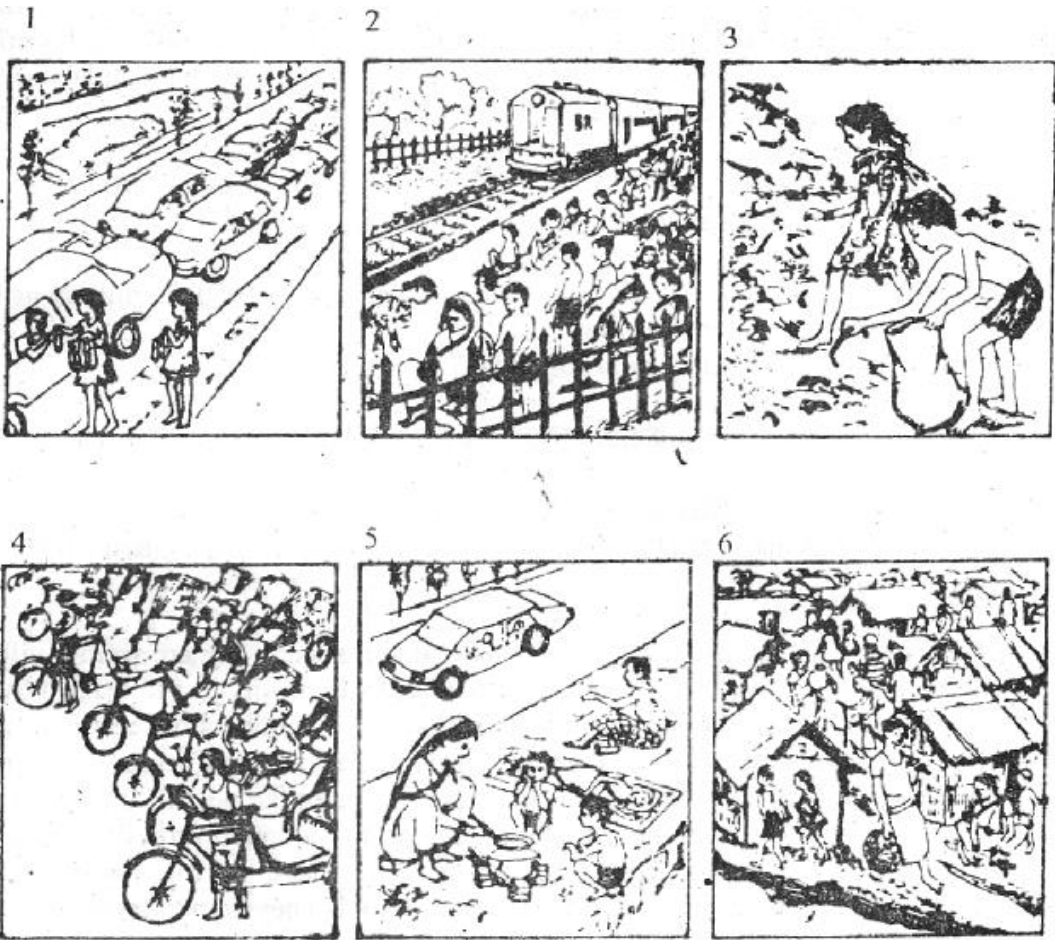
- looked at different pictures and answered questions based on them
- read a data sheet and written a paragraph based on it
- written another paragraph giving personal ideas/opinion about life and personal choices

**Function:** asking / answering questions, giving opinions

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**A**      **Work in pairs. Look at these pictures. Ask and answer these questions about each picture.**

- 1      Who are they in pictures 1/2/3/4/5/6?
- 2      What are they doing in pictures 1/2/3/4/5/6?



**B**      **Divide into small groups. Each group will take a different picture. Think about these questions:**

**Why are they doing this? Why do these situations arise?**

**To answer these questions read the Data sheet that follows. Discuss and then one student will write the answer on behalf of the group. One example is given for you.**

Data sheet (1)

|    |   |  |
|----|---|--|
| 1  | No. of people living below the poverty line                                 | about 50%  |
| 2  | Age 0— 15 population  | 42%  |
| 3  | Size of civilian labour force   | 56 million                                       |
| 4  | No. of child labours  | 5.8 million                                      |
|    |   | 11% of the total labour force                    |
| 5  | No. of children not enrolled in primary schools                             | 20% male, 27% female                             |
| 6  | Dropout rate (primary level)  | More than 15%                                    |
| 7  | No. of children suffering from malnutrition                                 | 80%  |
| 8  | Size of urban population  | 2 million in 1950, 25 million in 1996            |
| 9  | Rate of increase in the urban population caused by rural-to-urban migration | 65%  |
| 10 | Size of population in Dhaka City  | 8 million in 1996,20 million in 2015 (projected) |
| 11 | No. of slums in Dhaka City  | 3000   |
| 12 | No. of rickshaws in Dhaka City  | about 500,000(2)                                 |

Example paragraph (picture 1) (a probable story)

These two girls aged about 10 — 11 look malnourished. They are from a village. Their parents, landless and jobless, had to migrate to the city just to make a living. Now they have found a shelter in a slum. The male members of their family are either rickshaw-pullers or day-labourers or do some small businesses. The female members work as part-time or full-time housemaids in the neighbourhood. These girls do not go to school, or if they do, they go to an underprivileged children’s school or a non-formal education centre. They have to earn something to supplement the family income before or after school. They do not know what they will do in future.

**Note that in writing a paragraph about picture I, the following items of the data sheet were useful: Nos. 1, 2, 5, 6, 7, 9, 11.**

1

Source: Population and Development: post — ICPD Achievements and Challenges in Bangladesh, published by: Ministry of Health and Family Welfare, Government of Bangladesh, Dhaka. 2000.

2

Source: The Daily Star. Dhaka. 28 April 2000.

**C** Write a paragraph based on the content of a picture different from the one you worked on in B above. In your paragraph try to give your opinions on how most of these people

- suffer from hunger, malnutrition and diseases.
- live in unhygienic conditions and in an atmosphere of lawlessness and violence and
- could be exploited in society when they get involved in drug use, child-trafficking, etc and in activities like mugging, stealing, hijacking and the like.
- could be helped.

## Lesson 4

### Why is there discrimination?

**Objectives:** By the end of the lesson you will have

- asked and answered questions about sharing domestic work
- discussed an information chart and made questions using it
- Written two short compositions
- prepared to participate in a debate

**Function:** asking questions, describing situations

---

**A** Work in pairs. Ask and answer these questions.

- 1 Who should do the cooking, washing—up and other household chores in your family?
- 2 Who works in the field and /or office in your family?
- 3 Do you do or help with any domestic work? If you do what sort of work do you do and when?

**Now write a paragraph describing what your partner said in reply to these questions.**

**B** Read the information chart given below. Discuss in pairs or small groups and make sure that you have understood each item in the chart.

**Now make at least one question on each of these items of information and write an answer to it.**

e.g. Q: How long does a woman live in Bangladesh?

A: 58.6 years.

|   |   | Male | Female                    |
|---|---|------|---------------------------|
| 1 | Expectation of life at birth                                  | 59.1 | 58.6                      |
| 2 | Literacy rate (7+)  | 51.3 | 31.4                      |
| 3 | Maternal mortality rate                                       |      | 4.5 per 10000 life births |
| 4 | No. of deaths of pregnant women caused by injury and violence |      | 14%                       |
| 5 | No. of mothers receiving no antenatal care during pregnancy   |      | 71%                       |

C     **Read these questions and discuss them in pairs. Now read the text taken from a seminar paper entitled ‘Gender Discrimination in Bangladesh’ presented by Mr Joynal Abedin and answer the questions.**

- 1        Are the boys and girls treated equally in a Bangladeshi family? If not, why?
- 2        What happens to the girl-children as a result of differential treatment they receive in the family?
- 3        Why is educating girls more difficult than educating boys in Bangladesh?
- 4        How can we help ensure that girls and boys are treated equally?

**Gender Discrimination in Bangladesh**

Gender discrimination in Bangladesh begins at birth. Most parents want to have children so that they can, when they are older, supplement their family income and/or help with the domestic work. In the existing socio-economic set-up, male children are best suited to this purpose. So girls are both to an unwelcome world. However, they are assigned, rather confined to, domestic chores. Some of these girls may be at school. But all their work—domestic or academic—stops as soon as they are married off, which is the prime concern of the parents about their daughters.

This discriminatory treatment has some long-term negative- effects on the body and mind of the girl children and women in .a family. They are given to understand that they should keep the best food available for the male members in the family; that they should eat less than the male members; that they should not raise their voice when they speak; that they should not go out of their house without permission from, and without being escorted by the male members. All these shape the girls thinking about life and the world, and go to establish their relationships with the male members in the family As a result:

- They suffer, more than their male counterparts, from malnutrition and anemia which make them vulnerable to various diseases, resulting in a high mortality rate.
- They develop a sense of self-effacement, self-denial and inferiority that persists throughout their lifetime as an inevitable benchmark of the weaker sex. As a result, married off even at 9 or 10 to a man of 40 or 50, a girl rarely has any say in decision-making in the family, let alone in society.
- Marriage being such an unequal contract often becomes an institution of inhuman tortures meted out to the silent, patient wife by the dominating husband for many of his demands such as those for a male child, for dowry and so on.

To encourage female education the government has taken some positive steps, such as giving stipends to girl students, recruiting more female teachers, etc. But yet girls cannot receive the full benefits of education, mainly because of the following reasons:

- Religious misinterpretation and social strictures discourage, often prevent girls from going to co-education schools. Even in urban schools girls are not allowed by many parents to live in student halls because they fear for their girls' safety.
- Early marriage and child birth make women tied to home, with no possibility of going back to school. Any expenditure for sending girls to school is considered wastage by many parents, while that for boys is regarded as an investment.
- Many parents believe that their main responsibility in life is to prepare their daughter for marriage and childbearing — not for her own individual life.

**D Read the text again and choose the best answer.**

- 1 Girls are 'confined to domestic chores'.  
The statement means that girls
  - a are not allowed to go out of home.
  - b have to do only household work.
  - c are treated like domestic animals.
  - d have to speak in confidential tone.
- 2 Women are vulnerable various diseases because they
  - a are physically weaker than men.
  - b do not exercise like their male counterparts.
  - c have poor health caused by lack of food.
  - d nurse sick family members

- 3

By developing ‘a sense of self-effacement’ women

a

try to attract attention of others.

b

remain modest and reserved.

c

try to grow self-interest and self-respect.

d

become selfish and greedy.
- 4

The ‘inevitable benchmark of the weaker sex’ refers to

a

women’s silent acceptance of an inferior status for them.

b

a particular place reserved for women in a family.

c

benches marked for women in the court of justice.

d

women as God’s favourite creation.
- 5

Parents consider expenditures on their daughters’ education wastage, because girls

a

are physically weaker than boys and remain sick most of the time.

b

cannot do any income-earning work like boys.

c

do not need any education to do household chores..

d

need more clothes, jewellery, etc than boys, which are expensive.
- 6

If a girl had the opportunity to prepare for life as an individual, what would that mean?

a

Be a good wife and a good mother.

b

Adapt to the new life at the in-law’s house.

c

Develop her own potentialities through proper education.

d

Know how to bring up children properly.

**E**     **Work on your own. Write down four issues you find important about gender discrimination in an average Bangladeshi family (e.g. preference for a male child, etc). Think about each issue and jot down sonic points/ideas about it. Use information from the text.**

**Now work in pain. Discuss your points with a partner. Agree on some points and jointly develop those on any two issues into two short paragraphs. One of you will write after discussion.**

**Finally compare you work with another pair.**

**F**     **Imagine your school is holding a debate next Thursday on the topic: “Man is for the field, woman for the kitchen” and you are going to participate. Decide whether you will speak for the motion or against the motion. Then accordingly jot down some points to argue for or against the motion. For example:**

| For   | Against  |
|---|--|
| -men and women-different<br>physically-roles different, (etc) | - women have a right to choose and<br>can work in the field, office, army like<br>man..... |

**Now compare your points with a partner.**

Lesson 5 — 7

The Revenge

(a short play)

**Objectives:** By the end of the lesson you will have

- read a short play for comprehension
- answered questions based on the play
- read aloud and rehearsed the play
- acted out the play
- identified the environmental problems of your own locality through the story of the play

**Function:** practising speaking and interacting through rehearsing and acting out a play

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Characters

|               |  |
|---------------|--|
| Dryad         | a nymph (a spirit or nature in Greek ornithology in the form of beautiful women) who presided over the woods. She lived in a tree and died at the same moment as her tree. |
| Roku          | a woodcutter   |
| Zeema         | wife of Roku (pregnant)  |
| Koka          | daughter of Zeema and Roku   |
| Kozaibu       | a male woodcutter  |
| Babeku        | a male woodcutter  |
| Dama          | a female woodcutter  |
| Mika          | a female woodcutter  |
| Dizu          | King’s Forester  |
| A little baby |  |

The Revenge

Long long ago the people of the Island of Ozama were living happily. Their main resource was a big green forest. But in course of time the number of people increased so much that the resource failed far too short of their growing needs. Thus began their bad days.

One day a woodcutter discovered a nymph in a tree, who told him this tale of untold suffering.

### Scene One

Morning. A home-yard near the forest of Ozama. Roku is sitting with his axe lying near by. Zeerna brings a plate containing not enough food (rice or bread or whatever) and a glass of water and puts them roughly in front of Roku, and leave even without looking at him. Koka appears with some washing and starts hanging the clothes on the line. Roku looks at the plate, thinks for a while and starts eating.

Zeema: (reappearing) That's all I have. And if you can't bring any rice today— no food tonight. (goes in)

Roku: (stopping to eat) Koka, I have eaten . You and your mother eat the rest. (stands up, picking up the axe)

Koka: No, father, you must eat. There was hardly enough for you. You are going to work. (coming closer) Cutting trees is hard work. And you need more food. Please, father!

Zeerna: (coming again) How can he eat, Koka, when he simply cannot earn his daily bread? Look at the others — Kozaibu, Mika and all others. If I hadn't been too heavy with the baby( holding her womb) I would have gone to the forest myself and showed him how to find wood. (Roku puts his head down) Every day they are cutting wood and selling it in the market for good prices.

Roku: I told you, Zeema, they are doing it in the King's forest.

Zeema: Then why don't you go there?

Roku: Cutting wood in the King's forest is prohibited. They hung up a big sign.

Zeema: Then how can they cut wood there?

Roku: They bribe the Headman.

Zeerna: Why don't you bribe him? We must survive!

Roku: (looking down for a while, then looking at Zeema and Koka one after another) OK! Ok! I am going. (rushes out with his axe)

Koka: Don't go, father! (looks at her mother with a complaining look. Zeema stands still, tears coming to her eyes. She is looking at Roku heading for the forest.)

Curtain

### Scene Two

Noon. Part of the forest.

Roku: (coming near a tree and looking at it) Good catch! And a good price! (starts striking at it with his axe)

- Voice: Ooh! Ooh! Don't kill me — don't....
- Roku: (surprised) Who is it? Where are you?
- Dryad: (half-coming from behind the tree) Here I am. Look, you have nearly killed me!
- Roku: (frightened) Oh! Blood! I am sorry. What can I .....?
- Dryad: Don't worry. A single leaf of this tree will stop it. (picks a leaf and puts it on the wound) It's OK.
- Roku: (still surprised) Who are you?
- Dryad: I'm Dryad.
- Roku: Dryad!
- Dryad: Yes, Dryad. And you're Roku.
- Roku: (still more surprised) You know my name!
- Dryad: Yes, I do.
- Roku: (aside) Something must be wrong. Am I dreaming? (to Dryad) I don't understand— [have never seen you before! I was just cutting this tree  
— and you came from...
- Dryad: I live in the tree — in every tree.
- Roku: Oh? But every day many woodcutters Kozaibu, Babeku — are cutting trees from this forest. Didn't they hurt you, kill you?
- Dryad: Yes, they did. With every tree they cut, they killed part of me.
- Roku: Part of you?..... Well, that's difficult for me to understand. Anyway, have you ever told them, like you are telling me?
- Dryad: No. They are senseless, unfeeling people. There's no point telling them. But I'm telling you, because you're not like them— you'll understand.
- Roku: Me? Understand you?
- Dryad: Yes. You'll understand my sufferings and the consequences.
- Roku: Sufferings — Consequences! Could you say it more clearly?
- Dryad: OK, listen. If my present sufferings continue, if the people of the island continue cutting the trees, I will finally die. And then my death will be definitely revenged.
- Roku: Revenged?
- Dryad: Yes. My friend Poseidon who reigns over the sea will take revenge on the people.
- Roku: How?

- Dryad: If I really die he will order Zephyrus the west wind to push all the rain giving clouds away from the sky of Ozama. So a devastating drought will continue in the island. There will be no food, no water— nothing green. You won't be able to live here.
- Roku: I don't want to go away from my island.
- Dryad: Then you will have to die.
- Roku: No. Your friend is cruel. He can't do this.
- Orvad: Yes, he can and he will, unless, of course, the people of the island stop killing me.
- Roku: Oh the people! They are so many and they have no work to do, Hunger drives them so mad that they'll do anything. It has robbed them of the sense of right and wrong. Hence cutting trees or working for the King's Forester is the best way for them to survive. So why should they listen to me if I tell them what you are saying?
- Dtyad: Just tell them about the consequences — the revenge. Start from home as you know, charity begins at home.
- Roku: Home.....
- Dryad: I know you are thinking about your wife. 'But, ... let me tell you one thing — she loves you very much.
- Roku:. Loves me!.....
- Dryad: Yes. You left, food in the morning, remember? And she hasn't eaten anything ever since.
- Roku: (talking to himself) She hasn't eaten .... ! Zeema loves me!
- Dryad: And Koka too.
- Roku: OK. I will try. Charity begins at home.
- Dryad: Good! And I will help you. But you will have to do three things if you want my help. (Roku looks at her enquiringly) One: Don't cut any tree.
- Two: Give water before sunrise to at least two trees anywhere near you. Three: Plant a tree at least once a month and see that the plant grows into a full blooming tree.
- Roku: I will. I promise.
- Dryad: Ok. Then every day I'll give you a bundle of wood which you can sell and buy food with the money. (Roku looks at her gratefully) You see that narrow pathway?
- Roku: Yes. I can see it.
- Dryad: Go through that way. Follow it until you find a grove. Enter the grove and you will see dead trees and branches.
- Roku: Thank you—Thank you so much. (looks at her again gratefully)

Dryad: You're welcome. Go ahead. (Roku goes towards the pathway. As he goes he looks behind and sees her smiling.)

Curtain

### Scene Three

A few days later. Noon. Forest Office. Dizu sitting. Roku is standing before him. Babeku, Kozaibu, Dama and Mika are pulling logs from one side to another side.

Dizu: (to Roku) Are you mad, Roku?

Roku: I am telling the truth.

Dizu: But you cannot save the forest.

Roku: You must help.

Dizu: I can't. See what they are doing.

Roku: They are doing the most illegal thing — they are destroying the forest and Poseidon is going to destroy us.

Babeku: (coming towards Dizu) Sir, we want a break. We will eat.

Dizu: Yes. But only fifteen minutes. Remember, you have to work over time?

(Babeku nods and leaves with other workers) See? The work is going on round the clock.

Roku: Stop it.

Dizu: Stop! Ha...! (pause) Listen, Roku. The wedding of the King's only daughter Princess Sasa is coming next month. He has ordered the Chief Vizier and the Army Chief to build the most magnificent palace in the kingdom on top of the Pithol Hill. It's a Royal Gift for the Princess and her would-be husband Prince Roalu of the Kingdom of Tazila. Hence all the King's viziers and officers are working full time to complete this most important task in time. Now the moment the King will come to know what you are saying, his executioners will not waste a second to present your head to him. But .... (pause) I don't want it to happen to you. (Roku looks at him, a little surprised)

Yes, Roku, you are a good man. I believe you.

Then why don't we work together and save the island?

Roku: I wish I could do that. Roku, please take care.

Dizu: (Roku looks at the Forest Officer for a while and raises his right hand to show respect to him and leaves.)

### Scene Four

One year later. Afternoon. A mound. A dead tree near by. On top of the mound is seen a small plant alive. Roku is sitting near the plant with their little baby in his lap. Zeema is breaking the soil and making a bed around the plant. Koka brings a pot of water and pours on it.

Roku            That's the last pot, ha?

Koka:            Don't worry, Father. I'll go to Zoro now to bring more water. We must save the plant.

Roku:            How can you walk that far with your blistered feet?

Zeema:          I will go.

Dizu:            (coming with a big pot of water and some food) None of you have to go. (everybody looks at him with gratitude. He puts the pot near by, gives food to everybody and takes some for himself. They all begin to eat.) I came to know what had happened to the king. (Everybody looks at him.) He died a week ago. The thirsty public killed all the King's guards, broke open the big wall and collected the last drop of water from his reservoir. So the old man had to die of thirst.

Koka:            What happened to Princess Sasa and her husband Prince Roalu?

Dizu:            They left for the Kingdom of Tazia. They offered to take the King with them, but he refused to leave the island. Strangely, his dying words were very tragic. They heard him say, "If I got a chance to make amends, I would pass a Royal Decree ordering my people not to break a single branch of a tree, let alone cut it. Anyway, if I have to die I will die on the soil of Ozama."

Others:          Ooh?

Dryad:           (coming from behind the mound) Yes. And because he redeemed himself in this way and because you have saved this little plant, I had to come back. I got my life back here.

Roku:            We all know who you are.

Others:          Dryad!

Roku:            Dryad, save our life.

Dryad:           OK. Do you remember, Roku, what you promised to do?

Roku:            Yes. We will grow more trees and water them. We will never cut any.

Dryad:           Excellent. Then Zephyrus will not push the clouds away from the sky of Ozama. They will give you rain.

All:              (singing and dancing around Dryad) Give us rain, give us rain.

Trees and life, life and trees  
Grow again, grow again. (continues)

Curtain

**Answer these questions.****Scene One**

- 1 Why didn't Roku eat all the food?
- 2 What made Roku different from other woodcutters?
- 3 Why were there tears in Zeema's eyes when Roku left for work?

**Scene Two**

- 4 Why did Dryad appear before Roku in the forest?
- 5 Why and how did Poseidon take revenge on the people of the island?
- 6 Did Zeema love Roku? Justify your answer.
- 7 What are the three things that Roku must do to get Dryad's help?

**Scene Three**

- 8 Did Roku support or reject the King's plan of making the most magnificent palace in the island? Give reasons in favour of your answer.
- 9 Was the King's Forester honest or corrupt? Justify your answer.

**Scene Four**

- 10 Was the King good or bad? Explain with examples.
- 11 Why did Dryad come to Roku and others near the mound for the second time?
- 12 Imagine what happened in the island ten years after the big drought. Write about the changes you think that came in the life and sociopolitical conditions of the people.

**General**

- 13 Imagine yourself in a market place in a town of Bangladesh. What are the environmental problems you would see? What could you do to reduce these problems?
- 14 Imagine yourself standing on a busy road in a city. What are the environmental problems you see? What could be done about these?

["The Revenge" containing lessons 5-7 is a short play based on the Greek mythology. The story reveals that even thousands of years ago the rapid growth of population in an island caused serious environmental degradation. As the beautiful green forest was destroyed by the growing number of people a severe drought caused immense sufferings to the islanders. Thus the play should be looked upon just as an imaginary piece of writing.]